DOCUMENT RESUME

ED 260 191 CE 041 975

AUTHOR	Selke, Barbara E.
TITLE	Competency in Teaching. Student's Manual [and] Instructor's Guide.
INSTITUTION	Texas Univ., Austin. Extension Instruction and Materials Center.
SPONS AGENCY	Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE	84
NOTE	185p.; For related documents, see CE 041 971 and 973.
AVAILABLE FROM	Extension Instruction and Materials Center, P.O. Box 7218, University of Texas, Austin, TX 78713-7218 (Stock No. PS 216 S).
PUB TYPE	Guides - Classroom Use - Materials (For Learner) (051) -- Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Audiovisual Aids; Behavioral Objectives; *Classroom Techniques; Communication Skills; Competency Based Education; *Cosmetology; *Curriculum Development; Definitions; Employment Opportunities; Extension Education; Individualized Instruction; Laboratory Procedures; Learning Laboratories; Learning Processes; Lesson Plans; Postsecondary Education; Records (Forms); Secondary Education; Student Evaluation; *Teacher Education; *Teaching Methods; *Vocational Education
IDENTIFIERS	Vocational Industrial Clubs of America

ABSTRACT

The student's manual of this set consists of materials for use by individuals enrolled in an extension course to prepare individuals for employment as cosmetology instructors. Addressed in the individual units of the course are the following topics: development of a syllabus, principles of learning, strategies for teaching, communication skills in teaching, teaching aids, lesson plans, oral presentation and demonstration, evaluation, basic lab and clinical operations, Vocational Industrial Clubs of America (VICA), and careers in cosmetology. Each unit contains objectives, instructional text, and one or more learning activities. The instructor's guide contains answers to the learning activities, unit tests, answers to unit tests, and a list of competencies that students should master. (MN)

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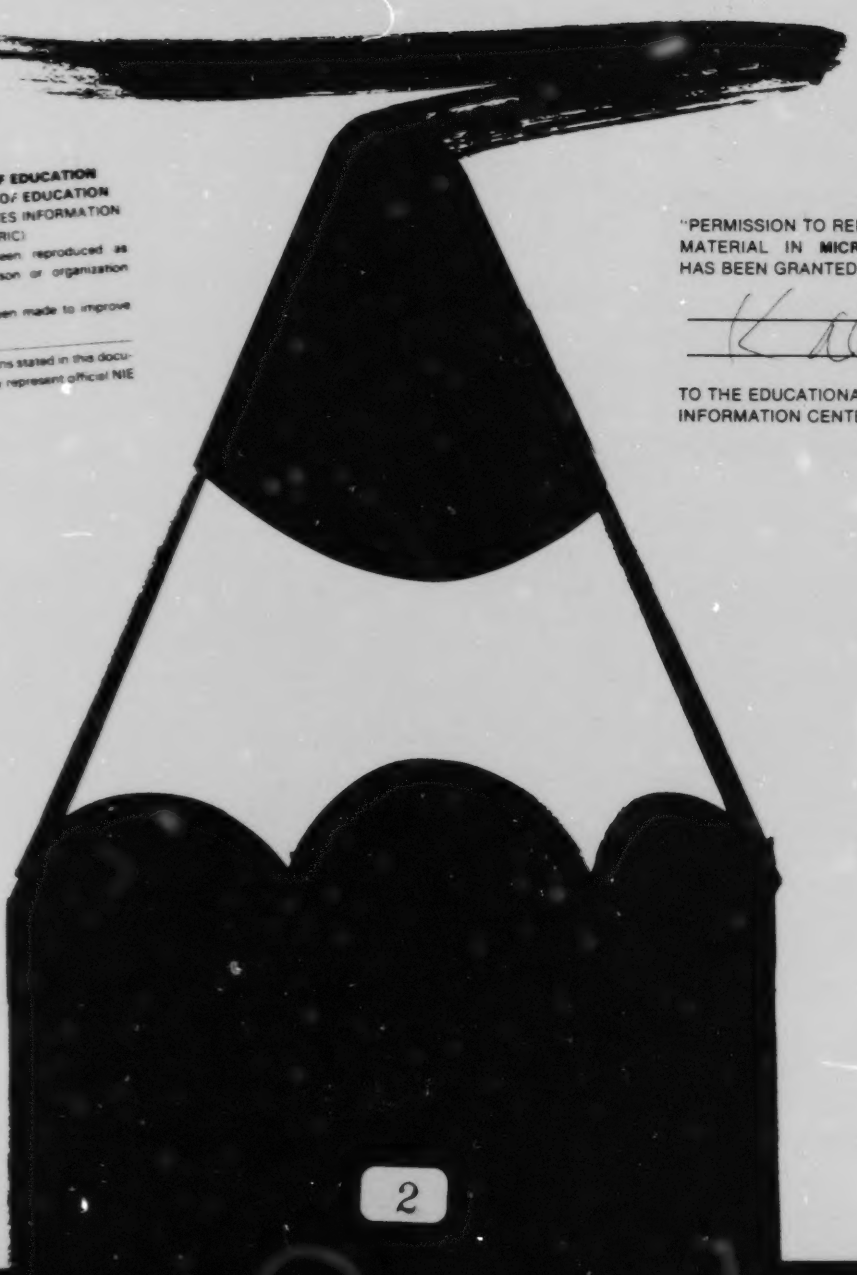

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Competency in Teaching

Student's Manual

By

Barbara E. Selke

Published by

Extension Instruction and Materials Center
Division of Continuing Education
The University of Texas at Austin

Developed under a contract with

Department of Occupational Education and Technology
Texas Education Agency
Austin, Texas

1985

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Printed in the United States of America

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Editor / Mary Cook
Artist / Denise Sanderson
Art Director / Ben E Smith
Coordinator, Production / Barbara S. Lankes
Coordinator, Development / Joe C. Williams

Stock Number PS 216 S

Contents

Foreword / v

Acknowledgments / vi

Competencies / vii

Unit 1 / Developing a Syllabus / 1
What is a syllabus? Why develop a syllabus? Who develops a syllabus? When is a syllabus developed? Development of a syllabus; care in preparation.

Unit 2 / Learning / 15
Adults as learners; learning styles; learning experiences.

Unit 3 / Strategies for Teaching / 27
General considerations; lecture; discussion; small group study; role-playing; case study; independent study; demonstration.

Unit 4 / Communication in Teaching / 39
Oral communication; oral distractions; body language; feedback.

Unit 5 / Teaching Aids / 47
Effective aids; use of teaching aids; types of teaching aids; mechanical aids; care of materials.

Unit 6 / Lesson Plans / 61
Who, when, what, why? Developing a lesson plan; standards.

Unit 7 / Oral Presentation and Demonstration / 81
Preparation; presentation.

Unit 8 / Evaluation / 91
Effective evaluation; tools for evaluation; developing evaluation tools; conducting the evaluation; grade determination; to think about.

Unit 9 / Basic Lab and Clinic Operations / 107
Personal appearance and attitudes; the receptionist; receiving clients; making appointments; answering the telephone; receiving payments; client records; customer complaints; conclusion.

Unit 10 / VICA: Vocational Industrial Clubs of America / 125
Ideas and ideals; structure of VICA; activities of VICA; VICAP.

Unit 11 / Careers in Cosmetology / 135
Salons; education; cosmetics industry; Texas Cosmetology Commission; equal access; creating opportunities.

Bibliography / 141

COMPLIANCE STATEMENT

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Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

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In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

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Foreword

This publication is one of a series of self-contained instructional materials for students enrolled in cosmetology instructor training programs. It provides information and activities for student instructors to help them in developing effective teaching skills.

Although the material is designed for individual study, it should be used under an instructor's supervision. For that reason, two basic publications are offered. These are the student's manual and instructor's guide.

The student's manual is for the use of persons in training. Each unit includes appropriate information, objectives to be met, and learning activities that help in meeting those objectives.

The instructor's guide provides competencies, unit tests, and answers to learning activities in the student's manual and to unit tests.

Although both publications are copyrighted, the instructor should feel free to make copies of the unit tests.

Every effort has been made to produce a publication that addresses the unique needs of our current student population. Students with limited English proficiency (LEP), as well as handicapped, educationally disadvantaged, and nontraditional students may require modification of the material in this publication. The professional staff of EIMC will gladly work with any instructor to show how the instructional materials can be adapted to meet individualized needs of these students. Consult local, state, and federal agencies that offer assistance and guidelines and that can provide sound recommendations for productive classroom management.

Kathryn R. Allen, Ph.D.
Director, Extension Instruction
and Materials Center

Acknowledgments

The Extension Instruction and Materials Center wishes to acknowledge with grateful appreciation the following persons who served as an advisory committee during the development and validations of this publication.

- Johnnie Cohen, cosmetology consultant, Johnnie M. Cohen Company, Austin, Texas
- LaVonne Daniel, instructor, Cosmetology Department, Lee College, Baytown, Texas
- Carole Laubach, chairperson, Cosmetology Department, San Jacinto College, Central Campus, Pasadena, Texas
- Faye Morgan, chairperson, Cosmetology Department, Odessa College, Odessa, Texas
- Elizabeth Quebedeaux, owner/operator, Personal Hair Designs, Inc., Seabrook, Texas
- Ruby Rickerson, owner/operator, Audie and Joice School of Hair Design, Rickerson Beauty Academy, Total Beauty Salon, San Antonio, Texas; Triangle Beauty College, Beaumont, Texas
- Larry Steinmann, chairperson, Texas Cosmetology Commission; owner/operator, Larry's Coiffures, Austin, Texas
- James Tarter, commissioner, Texas Cosmetology Commission; dean, Vocational Education, Odessa College, Odessa, Texas

The Center also appreciates the assistance of the following persons who validated these materials.

- Virginia James, instructor, Cosmetology Department, Clarendon Junior College, Clarendon, Texas
- Elizabeth Jolivette, instructor, Cosmetology Department, Houston Community College, Houston, Texas
- Patsy Kincade, instructor, Cosmetology Department, Grayson County College, Denison, Texas
- Ruth LaRue, instructor, Cosmetology Department, Bee County College, Beeville, Texas
- Betty Randolph, instructor, Cosmetology Department, San Jacinto College, North Campus, Houston, Texas
- Beverly Tomlinson, instructor, Cosmetology Department, Henderson County Junior College, Athens, Texas

The Center also recognizes with gratitude the assistance provided by Carla Dowell, College of Cosmetology, Copperas Cove, Texas, and the guidance and support provided by Herbert E. Cohen, executive director, Texas Cosmetology Commission, and colleagues, and by Carroll Parker, vocational specialist II, postsecondary programs, Texas Education Agency, Austin, Texas.

Competencies

Being a cosmetology instructor requires certain knowledge, abilities, skills, and attitudes. These are called competencies. This manual, along with the others in this series, will help you to develop the competencies you will need to be successful in your chosen profession as a cosmetology instructor.

Basic Competencies

- Exhibit an understanding of course syllabi by explaining their purposes and by describing the contents and qualities of a good syllabus.
- Indicate an awareness of student characteristics by describing differences between adult students and younger students and between different adult students.
- Show an understanding of learning style by explaining the meaning of the term.
- Demonstrate an understanding of various types of learning experiences by--
  - giving examples of those experiences that are real-life, staged, and indirect; and
  - naming advantages and disadvantages of direct and indirect learning experiences.
- Exhibit an understanding of various teaching strategies by—
  - explaining how to choose an appropriate strategy; and
  - describing advantages and disadvantages of various strategies.
- Show an awareness of various influences on instructor-student communication by—
  - describing various voice and speech habits; and
  - explaining different types of body language.
- Demonstrate an understanding of the uses and value of various visual teaching aids by explaining them.
- Demonstrate an ability to design and produce teaching aids by creating such aids.
- Indicate a knowledge of the purposes of lesson plans by naming these purposes.
- Demonstrate an understanding of the contents, formats, and standards of a good lesson plan by developing such plans.
- Exhibit an understanding of oral presentations and demonstrations by teaching an effective lesson.
- Demonstrate a knowledge and understanding of learning evaluation by—
  - telling the purposes of evaluation;
  - explaining the criteria of effective evaluation;
  - listing the steps in developing an effective evaluation tool;
  - writing examples of various types of evaluation items;
  - explaining proper conditions and atmosphere for effective evaluation; and
  - explaining how to determine grades.
- Exhibit an understanding of salon operations by—
  - demonstrating a professional appearance and attitude;
  - properly receiving lab clients, making client appointments, answering lab telephones, collecting client payments, and handling client complaints; and
  - explaining the purposes of client release forms and service records.
- Show a knowledge of VICA by explaining its membership, ideas and ideals, structure, and programs.
- Indicate an awareness of various cosmetology-related careers by naming these careers and telling the general qualifications of each.

1

Developing a Syllabus

Objectives: *After completing this unit, you will be able to—*

1. *explain the purposes for developing course syllabi;*
2. *describe the contents of a typical course syllabus;*
3. *describe positive qualities of a good syllabus;*
4. *tell who develops a syllabus and why; and*
5. *compare and contrast different guidelines for syllabus development and different sample syllabi.*

Successful teaching requires proper planning and organization. With them, teaching and learning can be exciting and rewarding experiences. Without them, these experiences are likely to be disappointing and frustrating for all concerned (see fig. 1).

Developing a detailed and complete syllabus is a beginning step in planning and organizing a course of study. The information and activities in this unit will help you in developing syllabi for your own courses in cosmetology.

What Is a Syllabus?

A syllabus serves as an introduction to a course of study. It provides a summary outline of important factors relating to the course. It indicates what students can expect and what will be expected of them in a course. A typical syllabus includes (1) course number and title; (2) instructor information; (3) class meeting times and place; (4) course description; (5) required reference materials; (6) course objectives; (7) course schedule; and (8) methods of grading and evaluation.

A syllabus can be developed for an entire training program, such as an operator, instructor, or facial specialist course. One can also be developed for a subject area within a program. For example, a syllabus can be developed for a class on the fundamentals of cosmetology offered as part of an operator course.

A syllabus is always based on the curriculum requirements of the Texas Cosmetology Commission (TCC) and of the school or college in which the course is offered. Requirements of the Texas Education Agency (TEA) are also important in public schools and colleges.

Why Develop a Syllabus?

A course syllabus serves a variety of purposes for a variety of people and agencies.

State agencies. All cosmetology schools and programs in Texas are regulated by the TCC. Programs in public institutions, such as high schools and community colleges, are also regulated by the TEA. Course syllabi tell these agencies what courses are being taught, where they are being taught, and how. This information is used for two main purposes. First, it helps these agencies determine if state

educational agency requirements are being met. TEA representatives inspect the syllabi on a regular basis for this reason. The TCC reserves the right to review course syllabi as needed. Second, this information can help these agencies direct people to appropriate schools and colleges for specific programs and courses.

School/college administrators. Course syllabi help school and college administrators to know what courses are offered in their institutions and how they are taught. This information allows them to determine if TCC, TEA, and school or college requirements are being met. It provides a basis for making recommendations for change where needed. And it allows them to answer program-related questions from higher-level administrators and from outside sources such as the TCC, TEA, students, parents, and other interested people.

Some administrators require that syllabi for all courses be submitted to them for review. Others request syllabi as needed.

Instructors. The development of syllabi helps instructors plan and organize their courses before classes begin. This helps ensure that all skills and information that they intend to teach are taught. Without this planning, instructors may find a term over before all necessary course content has been covered. Prior planning helps instructors choose the most efficient and effective means of instruction, rather than making more haphazard choices as the term progresses. Because a syllabus serves as an ongoing reference for students, it helps instructors avoid having to repeat important course-related information.

Students. Course syllabi help students know what they can expect from courses and from the instructors. Syllabi also let students know what is expected of them. They can provide students with a sense of direction and motivation, helping them live up to course expectations. They also provide organized references of important course-related information that students can use throughout the term.

Who Develops a Syllabus?

Who develops a syllabus depends on the practices and policies of the particular school or college. It may be developed by an individual instructor, a department chairperson, or a school owner or manager. A syllabus may also be developed by a committee of some or all of these people working together.

When Is a Syllabus Developed?

A syllabus is developed prior to the beginning of any new course. Syllabi for existing courses are reviewed on a regular basis and new syllabi developed as needed.

In all cases, a syllabus is developed before the beginning of the session to which it will apply. For example, "Orientation to Cosmetology" may be taught from January to March and again from April to June. In this case, a syllabus that is revised in February does not go into effect until the beginning of the new session in April.

Development of a Syllabus

For instructors, syllabi are effective and efficient ways of planning and organizing their courses. For students, they are useful guidelines and references of course-related information that can be used throughout their coursework. Careful attention to syllabus content and format can pay off many times over for students and instructors alike in saved time and energy.

Schools and colleges often have their own guidelines for syllabus development and content. However, the format and procedures in this unit are commonly followed, and thus, will be helpful to you. Table I (continuous pages) provides a sample syllabus for a course in cosmetology. Refer to this example as you read this unit and as you prepare your own course syllabi.

Course number and title. Course numbers and titles are predetermined by school/college administrators and/or department chairpersons. Be sure the number and title that you use on a syllabus are correct. If your syllabus is for a class within a course of training, note the names of both the class and the course.

Instructor information. Note the name of the instructor(s) teaching the course. Also include the instructor's office and telephone numbers. This information enables students to reach them more easily. Knowing this helps students feel the instructors are concerned about them and are willing to take time for them when needed.

Time and place. Include the room number(s) where lectures and labs will meet

and the days and times of those meetings. Also note the term where appropriate and the year, such as "Spring 1986," for which the syllabus applies.

Course description. A course description usually comes from the school/college catalog. It includes information such as the course number and title, prerequisites, amount of credit offered, course length, major topics to be covered, and general course purposes or goals. Any of these items not included in the course description should be noted elsewhere in the syllabus.

Prerequisites tell for whom the course is designed. They also tell what knowledge and skills students are expected to have before they take the course. These prerequisites serve as the basis for skills and knowledge to be learned in the course. For example, "Basic Fundamentals of Cosmetology" would be a prerequisite for "Advanced Theory and Practice." And an operator's license is a prerequisite for an instructor's course. Beginning courses may not have prerequisites. In this case, state "No prerequisites" in your syllabus.

Credit to be earned for lecture and lab should be noted. Indicate if credit is counted in clock, semester, and/or quarter hours.

Note course length in weeks, months, semester, quarter, or other measure of time, as appropriate.

Major topics to be covered in a course should include general areas of study, not specific subtopics. For example, a syllabus for an operator advanced theory class might list anatomy and physiology as major topics. It would not list subtopics such as bones, muscles, or circulatory system.

Briefly state the purpose(s) or goal(s) of the course, in general terms. For example, the purpose of a class called "Orientation to Cosmetology Instructor Training" might be to provide an overview of the instructor training program.

References. Books and other references required for a course should be noted. Optional or recommended references may also be included. Full bibliographic information should be provided including title, author, edition (if appropriate), publisher, city, date of publication, and any other information that might help students locate the needed materials. Call numbers are helpful in finding library materials. Where books can be found is also important, thus specific libraries or bookstores should be noted.

Course objectives. Course objectives are based on the purpose(s) or goal(s) of a course and on the major topics to be covered in that course. But course objectives are more specific than these. They are usually stated in terms of something that will be done, either by the student or the instructor. For example, an operator orientation course objective might be, "To introduce tools, materials, and procedures used in manicuring." This objective tells what the instructor will do. In student terms, such an objective might read, "By the end of this course, the student will be familiar with the tools, materials, and procedures used in manicuring."

Grading and evaluation. How students will be graded and evaluated in the course should be explained in detail. This explanation should include the items to be evaluated, the weight given to each item, and the criteria to be used. Learning activities, unit tests, midterm and final exams, presentations, reports, attendance, professionalism, and other related items might be included here.

The basis of grades should not be a mystery. The syllabus should tell what factors will be used in evaluation. For example, if you grade reports on neatness, spelling, and organization, as well as content, this criteria should be noted. Requirements for earning each grade should also be included. Such information provides a goal for students and helps motivate them to do their best.

Course schedule. The course schedule should be a detailed, session-by-session outline of class activities, student activities, and instructional objectives or topics. This information allows students to prepare for class and to keep up if they are absent.

Care in Preparation

The course syllabus is presented to students during the first class meeting. Thus, it is part of the first impression your students have of you and your course. Your syllabus is a reflection of you, your ability, and the quality of your work. It helps set the mood of the course, influencing student attitudes

and behaviors. Therefore, prepare your syllabi carefully, taking time to ensure that it communicates the ideas and feelings that you intend.

The appearance of your syllabus is important. To make a good first impression, it should be neat and clean. It should be typed on white paper (8 1/2 x 11 inches) without any cross-outs, smudges, poorly made corrections, or typographical errors. The information should be well laid out on the page, with proper margins and spacing. Each page should be retyped until it meets these criteria. Copies should be clear and of good quality. In short, the appearance of your syllabus should be pleasing to the eye and easy to follow.

The information in your syllabus should be accurate, including punctuation and spelling. Proper word choice and proper sentence and paragraph structure are equally important. These factors help you communicate effectively—the goal of a good instructor.

Your syllabus should reflect the professionalism of your role as an instructor. In doing so, both you and your students will benefit.

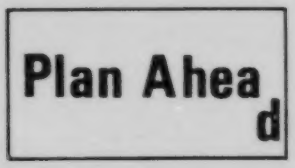


Figure 1.

Table I

COS312A Fall 1985

ORIENTATION TO COSMETOLOGY INSTRUCTOR TRAINING

Instructor Course

INSTRUCTOR: Ms. Helen Carr ROOM: Cullen 122

OFFICE: Cullen 126 DAYS: Monday-Friday

TELEPHONE: 713/821-7631 TIME: 10:00-12:00

COS312A: ORIENTATION TO COSMETOLOGY INSTRUCTOR TRAINING. Introduction to cosmetology intructor training program for beginning student instructors. Topics include rules and regulations, student registration, time records, examination notebook, and licensing and certification examinations. No prerequisites. No lab. Credit: 20 clock hours. Course length: 2 weeks.

REQUIRED REFERENCES: Available at the Campus Bookstore.

Selke, Barbara E. Orientation to Cosmetology Instructor Training. Austin, TX: Extension Instruction and Materials Center, 1984.

The Cosmetology Statutes (Codified Article 8451A) and Its Companion, General Rules and Regulations, Including the Cosmetology Commission Sanitary Rulings. Austin, TX: Texas Cosmetology Commission, latest edition.

COURSE OBJECTIVES: After completing this course, the student will be able to—

- demonstrate an understanding of the regulating authority of the Texas Cosmetology Commission (TCC), school/college, and cosmetology program;
- exhibit a knowledge of the published rules and regulations of the TCC, school/college, and cosmetology program;
- demonstrate the ability to register a student with the TCC:
- indicate familiarity with the TCC student permit;
- demonstrate an understanding of students' attendance records;
- exhibit a knowledge of the requirements for a student examination notebook;
- demonstrate the ability to begin preparation of a student examination notebook;
- indicate an understanding of the qualities of a good lesson plan;
- demonstrate an awareness of the characteristics of a professional examination notebook; and
- exhibit an understanding of the TCC licensing and certification examinations.

GRADING AND EVALUATION:

Homework

Unit I	Learning Activity I	10 points
	Learning Activity II	10
Unit II	Learning Activity I	10
	Learning Activity II	10

Unit III	Learning Activity I	10
	Learning Activity II	10
	Learning Activity III	10
	Learning Activity IV	10
	Learning Activity V	10
	Learning Activity VI	10
Unit IV	Learning Activity I	10
	Learning Activity II	10
	Learning Activity III	10
	Learning Activity IV	10
Unit V	Learning Activity I	10
	Learning Activity II	10
TOTAL		160 points
Class Participation		20 points
Unit Tests		
Unit I		25 points
Unit II		25
Unit III		25
Unit IV		25
Unit V		25
TOTAL		125 points
Final Exam		100 points
TOTAL POSSIBLE POINTS		400 points

Final Grading Scale

360 - 400 - A (Excellent)

320 - 359 - B (Good)

280 - 319 - C (Average)

240 - 279 - D (Poor)

239 or less - F (Failing)

Grading Criteria

Learning Activities: varies; will be discussed in class as each assignment is made.

Class Participation: behavior indicates student has completed assigned readings and is attending to class discussions and/or activities.

Unit Tests and Final Exam: completeness and accuracy.

COURSE SCHEDULE

Week I

Monday	Topic: Rules and Regulations.
	Readings: Unit I
	Homework: Learning Activities 1, 2
Tuesday	Test: Unit I
	Topic: Student Registration
	Readings: Unit II
	Homework: Learning Activity I
Wednesday	Topic: Student Registration (continued)
	Readings: Unit II
	Homework: Learning Activity II

Thursday	Test: Unit II
	Topic: Time Records
	Readings: Unit III
	Homework: Learning Activities 1, 2, 3
Friday	Topic: Time Records (continued)
	Readings: Unit III
	Homework: Learning Activities 4, 5, 6
Week II	
Monday	Test: Unit III
	Topic: Examination Notebook
	Readings: Unit IV
	Homework: Learning Activities 1, 2
Tuesday	Topic: Examination Notebook (continued)
	Readings: Unit IV
	Homework: Learning Activities 3, 4
Wednesday	Test: Unit IV
	Topic: Licensing and Certification Exams
	Readings: Unit V
	Homework: Learning Activities 1, 2
Thursday	Topic: Licensing and Certification Exams (cont.)
	Readings: Unit V
	Test: Unit V
Friday	Final Examination

1. Successful teaching requires proper _____ and _____.

2. What eight sections are usually included in a course syllabus?

3. List one purpose of a syllabus for each of the following people and agencies.

   a. TEA—

   b. TCC—

   c. school/college administrators—

   d. instructors—

   e. students—

4. Place a check mark (✓) in front of the items that are part of a good syllabus.

___ pleasing appearance	___ typographical errors
___ professionalism	___ accurate information
___ poor organization	___ proper word choice
___ cross-outs, smudges, and poorly made corrections	___ improper sentence and paragraph structure
___ correct spelling, grammar, and punctuation	___ good quality copies

Learning Activity II **UNIT 1**

Questions to Answer **Developing a Syllabus**

1. Students receive the course syllabus on the _____ day of class.
2. Explanations of course grading and evaluation should include _____, _____, and _____.
3. The purpose(s) or goal(s) and the major topics to be covered in a course are _____ specific than course objectives.
4. Course objectives are stated in terms of something the _____ or the _____ will do.
5. A course description should include _____, _____, _____, _____, _____, and _____.
6. What two elements should be noted in the prerequisites statement?

7. Only required references should be included in a syllabus. True or False?
8. A syllabus can be developed for an entire training program or for a subject area within a program. True or False?
9. A syllabus is based on curriculum requirements of the TCC. True or False?
10. Syllabi are always developed by the instructor(s) teaching the course. True or False?
11. As much information as possible should be included in the references section of a syllabus, so that students can more easily locate the materials. True or False?
12. A syllabus is developed during the course to which it applies. True or False?

1. Find out if your school/college, department, or program has formal or informal guidelines for syllabi development and content. Obtain a copy of formal guidelines if they exist. Talk to your instructor about informal guidelines, making notes. Compare those guidelines, formal or informal, to these in this unit. See how they differ and how they are alike.

2. Obtain course syllabi from five courses or classes in your school/college, department, or program. Again compare these to the guidelines in this unit, noting differences and similarities.

3. Save these guidelines, sample syllabi, and written comparisons for future reference in developing your own.

2
Learning

Objectives: *After completing this unit, you will be able to—*

1. *describe characteristics of adult learners;*
2. *indicate ways in which individual students differ from one another;*
3. *explain the term "learning style";*
4. *investigate your own style of learning;*
5. *give examples of real-life, staged, and indirect learning experiences; and*
6. *name advantages and disadvantages of direct and indirect learning experiences.*

I hear, I forget.
I see, I remember.
I do, I understand.
– Unknown

Learning is the ultimate goal of all teaching. But, just as we can learn without being taught, we can teach without anyone learning. Learning is a very complex process. It involves one's total being: the mind, emotions, experiences, and all other factors that make one an individual.

The information in this unit will help you ensure that those enrolled in your program are learners, as well as students.

Adults As Learners

As adults. Students in cosmetology programs are adults and young adults, not grown-up children. That is, they are unique, having characteristics different from those of children. These characteristics affect their learning. As a cosmetology instructor, you should be aware of these differences and consider them in your teaching.

1. **Adults have multiple options in their lives.** School is only one of them. Their participation is voluntary.
2. **Adults have multiple demands on their time and energies.** They have a variety of roles, tasks, and responsibilities to fulfill. "Student" is only one of them. And, at times, it may not be the most important one.
3. **For adults, time is precious.** They are increasingly aware that they will not live forever. Thus, decisions on how to spend their time are particularly important.
4. **Adults may view the student role negatively.** Some believe the role of student is as appropriate and desirable for adults as it is for children. But others see it as inappropriate and irresponsible.
5. **Adults have experienced a wide range of roles and responsibilities.** These serve as a basis for new learning. They can contribute to the learning process by providing a framework for new information. But sometimes, experiences need to be overcome before learning can take place.
6. **Adults, like children, experience age-related changes.** Adulthood can be

divided into various periods, such as young, middle, and older adulthood. The needs and outlooks of individuals often vary during these different periods.

7. **Adults may be uneasy in a passive student role.** Being an adult means being self-directed and independent. This is often contrary to the role of student. Often that role calls for one to be other-directed and dependent (although this does not have to be so).
8. **Adults may lack confidence in their ability to learn.** Some have not studied for a while and doubt their ability to do so. Others may have had negative school experiences that make them doubt that they can succeed there.

As individuals. Your students differ not only from children, but from one another. Each is an individual with unique needs, wants, skills, and abilities. If you teach one person at a time, you can adjust your instruction to that individual. If you teach a class, you must meet the needs of the group without sacrificing the needs of the individuals in that group.

Each person has a unique personality. Some are quiet and shy; others are talkative and full of energy. Some are aggressive; others are passive. No two are ever exactly alike.

Their heritage is different. Each student comes from diverse social, cultural, economic, and ethnic backgrounds. This affects their values and beliefs. It can also affect the meanings of their words and actions and the ways they interpret the words and actions of other people.

Your students differ in their education and experiences. These two things can affect the size and content of their vocabularies. They can influence your students' familiarity with a given subject and the level to which they can understand that subject. They can also affect their attitudes toward education, toward others, and toward themselves.

Their learning styles and abilities are diverse. Each student learns in a different way, at a different rate. Their strengths are different, as are their weaknesses.

Each has a different motivation for being in your program. Some have no knowledge of cosmetology and are there to learn a vocation. Others enroll to improve their skills so they can pass the licensing or certification examinations. Some have jobs waiting for them. Others don't know where they'll work, or when. Some are enthusiastic and excited about cosmetology. Others are there because they don't know where else to go.

Learning Styles

Adults differ from one another in their styles of learning. The term "learning style" refers to a person's way of perceiving, thinking, problem-solving, and remembering. It refers to the ways that person feels toward and behaves in a learning situation. No one style is better than another. It is just different. And, as with other student differences, the needs of both the individual and the group should be met.

Learners differ in the degree to which they rely on **one sense or another.** We all use all of our senses to learn, but we usually prefer one over another. Some people are auditory learners. They like to listen, preferring to learn through the spoken word or other sound. Some people are visual learners. They like to see, preferring to learn through the written word or symbol. Still others are kinesthetic-tactile learners. They like to feel, to touch, to do.

Learners differ in whether they tend to be **"lumpers"** or **"splitters."** Lumpers like to see the big picture. They take details and put them together into a larger idea. Lumpers may see the forest, but miss the trees. Splitters, on the other hand, like details. They take an idea and break it down into its smaller parts. Splitters may see the trees, but not the forest.

Learners differ in whether they are **reflective** or **impulsive.** Reflective learners tend to think about things before they do them. They consider possible answers to a problem before acting. Impulsive learners tend to act suddenly, giving little or no thought to a matter before acting. They respond to the first or one of the first possible answers that come to mind.

Learners differ in the amount of **structure** and **authority** they prefer. Some people like strict rules and guidelines, with strong authority coming from an instructor. Others prefer flexibility, preferring that the main direction and control come from themselves.

Learners differ in the degree to which they like to **work with others.** Some learners prefer to work alone. Others prefer to work in small groups of three or four. Still others prefer large group activities.

Learners differ in the length of **time they will continue to work** on a project. This period of time may indicate different attention spans. It may also indicate the learner's expectation of success or failure.

Learners differ in the **time of day** in which they are most alert and fully functioning. As adults, we usually must perform adequately throughout our waking moments. But we often do better at one time of day than another. "Morning people" are generally most alert in the morning and less so as the day goes on. "Night people" are the opposite, waking slowly and becoming more alert as the day progresses.

Learners differ in the **mood** or **atmosphere** they prefer. Some like an informal and supportive climate. Others prefer the atmosphere to be more formal and impersonal.

And learners vary in the **environmental conditions** they prefer, such as room temperature, amount of light, and level of noise. Other conditions include types of seating and work area, and the amount of opportunity to stand or walk around.

All of these factors combine to make up a student's unique learning style. But learning styles vary not only between people but also between situations. As an instructor, you should be aware of these differences and sensitive to them. You should try to allow for them as much as is practical. Variety is often the best way to reach your students through their individual learning styles.

Learning Experiences

An important part of teaching is planning and arranging experiences so that students may learn from them. Such experiences can be divided into two groups, according to whether they are direct or indirect.

Direct learning experiences. Appealing to the five senses of sight, hearing, touch, taste, and smell is one way to create direct learning experiences. These experiences are most effective when more than one sense is involved at a time (see fig. 1). For example, it is better to show a pair of thinning shears than to just tell about them. In doing so you use two senses—sight and hearing. It is even better to pass the shears among the students so they can see how they are constructed and how they work. Here you use a third sense—touch.

Demonstrations provide important direct learning experiences. These can appeal to a variety of senses. And practice is the most direct learning experience of all. It adds a sixth channel of learning—kinesthesia. Kinesthesia is a sense transmitted through muscles, tendons, and joints. It is stimulated by bodily movements.

Direct learning experiences can be divided into real-life and staged experiences. Coloring the hair of a client or another student is one example of a real-life experience. A field trip to an operating salon is another. Such experiences are true-to-life. As a result, they are often more interesting, more enjoyable, and more educational than other types of learning. But they are not always practical. They often require significant amounts of time and money to plan and carry through. And they often have limited practicality with large groups.

Perming the hair of a mannequin is an example of a staged experience. Role-playing an encounter between a stylist and an angry client is another. Such experiences are created to illustrate real situations. They can often serve the same purposes of a real-life experience, usually with less time and expense. But staged experiences require more student cooperation, enthusiasm, and motivation to be successful. (The cost in time and money for both types of direct experience is more than that of indirect experiences.)

Indirect learning experiences. Part of your teaching will depend on indirect learning experiences. Words, both written and spoken, are examples of indirect learning experiences. So are films, posters, charts, and audio tapes. All of these use symbols, and, like all symbols, they are open to interpretations—and to misunderstanding. In many ways, however, indirect experiences are easier to use in teaching than direct experiences.

Indirect experiences such as lectures and speeches can provide a lot of information in a short amount of time, at little or no expense. In addition, they are

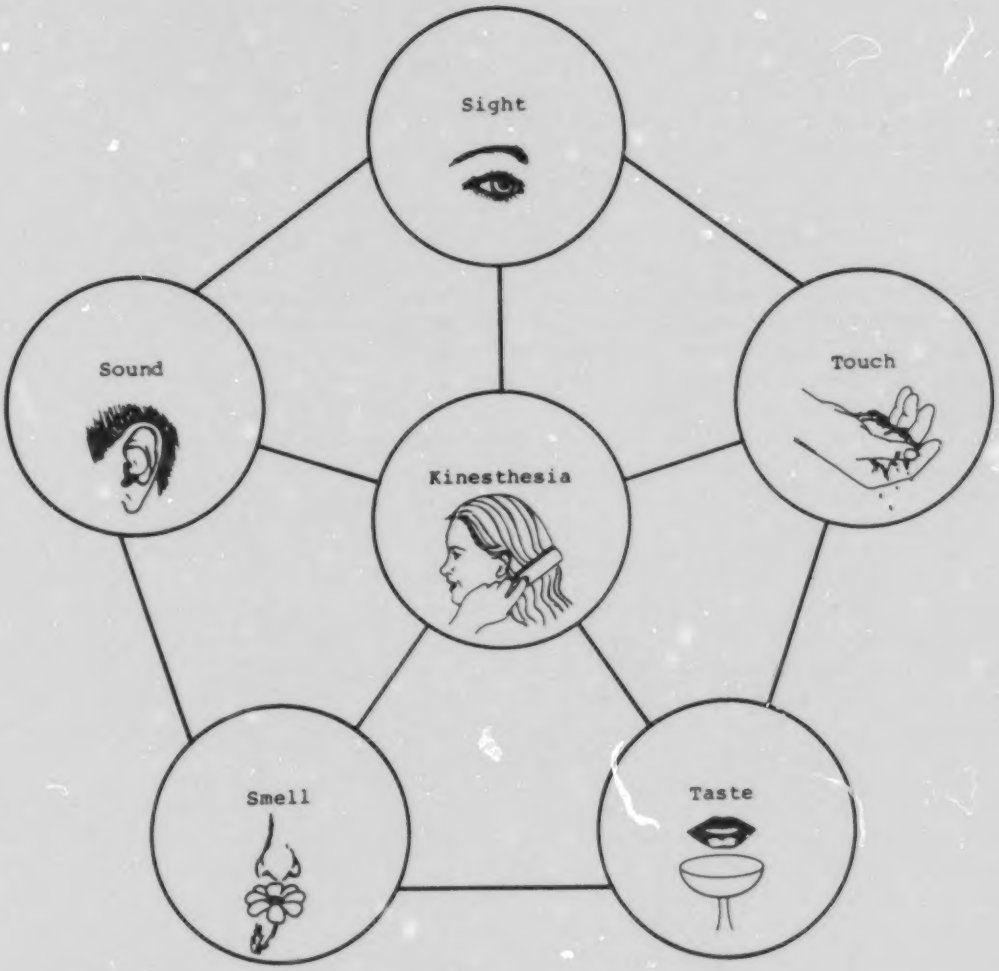


Figure 1. *Use of multiple communication channels improves learning.*

flexible enough to use with any size class. However, lectures and speeches have several drawbacks. One, they allow a great deal of room for interpretation and, thus, misunderstanding. Two, they require little or no student preparation or participation. Passive activities are usually not as effective as those that are active. Three, they rely solely on the sense of hearing, usually the weakest sense in terms of learning. And, four, to be done well they require sufficient time and planning. Without this and without effective delivery, speeches and lectures quickly become dull and boring and the students' attention is lost.

Indirect experiences such as films, posters, charts, and audio tapes are usually easy to use and fairly inexpensive. They increase student interest while dramatizing important points. And they can be effective with a variety of class sizes. Audiovisual aids can be expensive, however, in terms of time and money to purchase, produce, and/or use. Like any teaching approach, they can become boring if overused. And they can be worthless if used as a "crutch" rather than as meaningful learning experiences.

The learning experience pyramid. Figure 2 helps to illustrate how learning is affected by experience. Experiences that are closest to real-life are located at the base of this pyramid. These experiences are the most concrete and hold the greatest chance for learning for the greatest number of people. As you move up the pyramid, the experiences get more abstract and more open to individual interpretation. All of these types of learning experiences are valuable when used appropriately. A combination of some or all usually proves the most valuable.

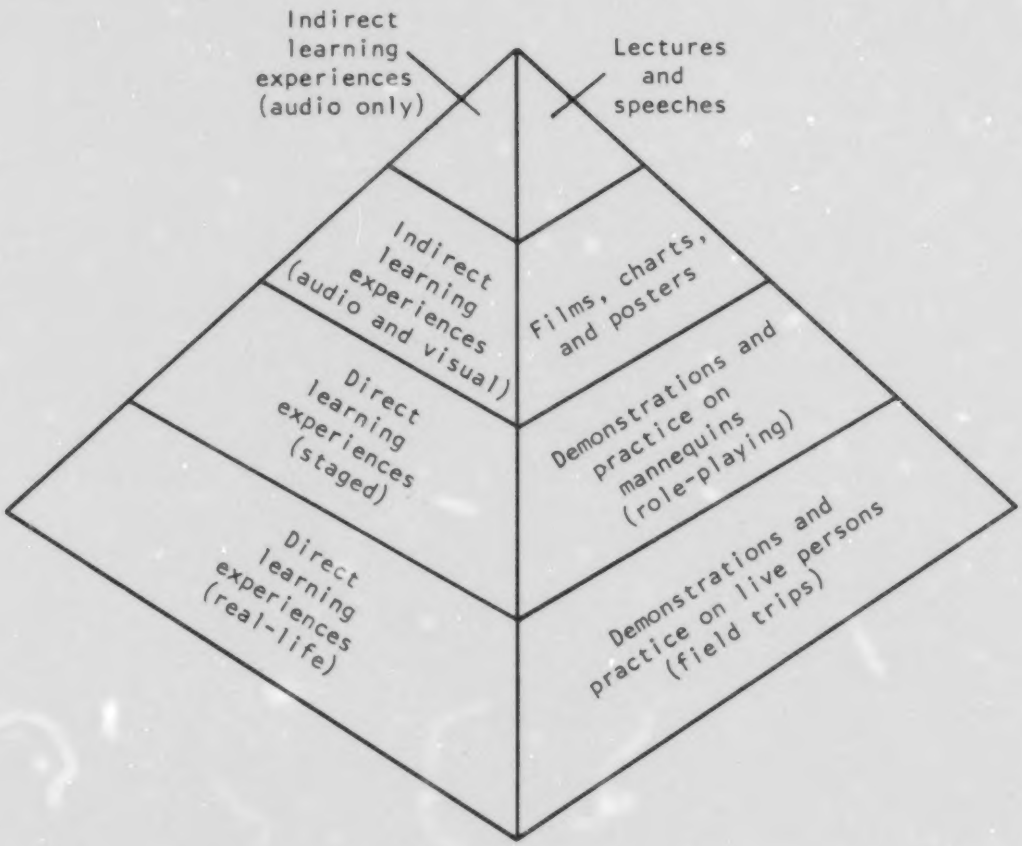

Indirect learning experiences (audio only)
Lectures and speeches
Indirect learning experiences (audio and visual)
Films, charts, and posters
Direct learning experiences (staged)
Demonstrations and practice on mannequins (role-playing)
Direct learning experiences (real-life)
Demonstrations and practice on live persons (field trips)

Figure 2. The learning experience pyramid.

Match each statement with the adult learning characteristic that best describes it. Use letter answers.

a. time is precious
b. active versus passive
c. lack of confidence
d. negative image of adults as students
e. multiple demands
f. age-related changes
g. multiple options
h. previous roles and responsibilities

___ 1. I've been teaching craft classes for years at the community college. So teaching is not really new to me.

___ 2. I'm thinking about going to school to learn to be a hairdresser. But I'm doing well in sales, so maybe I'll just stay there.

___ 3. I know I need training to become a hairdresser. But school is for kids not grownups.

___ 4. I studied as much as I could for today's exam. But my little boy is sick and I was up with him all last night. Now I'm so tired I can't think straight.

___ 5. Going to school to learn to be an instructor is not easy. But when I realized that is what I really want to be, I decided to quit wasting time and do it.

___ 6. My mind is fine, but I don't hear as well as I did when I was younger. I wish the instructor would speak louder.

___ 7. I'm used to working on my own, and making my own decisions. It's really hard adjusting to always being told what to do.

___ 8. I do well in my job. But for some reason being a student is different. I'm not sure I can do it.

Rearrange the letters below to form words that tell how individual students differ from one another. The first letter of each word is circled.

1. (E)LISSNARYELTNG	1. L_____
2. IV(M)ATNOTIOS	2. M_____
3. (A)ITEBSIL	3. A_____
4. EALR(P)ITONSES	4. P_____
5. AEREG(H)TI	5. H_____
6. (E)IRXPSENCEE	6. E_____
7. OAUDNT(E)C	7. E_____

Think about yourself as a learner. Think about how you prefer to learn and how you learn best. Then answer the following questions. Compare your learning style with those of other students. (Remember, there are no right or wrong answers.) Place an X by your answer for #1-11. Answer #12 in your own words.

1. I usually learn best by—
   ___seeing ___hearing ___doing

2. I tend to be a—
   ___lumper ___splitter

3. I tend to be—
   ___reflective ___impulsive

4. I usually prefer learning situations that are—
   ___structured ___flexible

5. I usually prefer learning situations where the control lies with the—
   ___instructor ___students

6. I usually prefer to work—
   ___alone ___in small groups ___in large groups

7. When I study or work on a school-related project my attention span is usually—
   ___less than 30 minutes ___2 to 3 hours
   ___30 minutes to 1 hour ___3 to 4 hours
   ___1 to 2 hours ___more than 4 hours

8. When I study or work on a school-related project I usually expect to—
   ___do well ___do okay ___do poorly

9. I tend to be most alert in—
   ___the morning the evening

10. I usually prefer learning situations that are—
    ___informal ___formal

11. I usually prefer learning situations that are—
    ___supportive ___impersonal

12. I prefer an environment that is—

1. Give two specific examples of each of the following types of learning experiences. Do not use the examples given in this unit.

   a. direct: real-life

   b. direct: staged

   c. indirect

2. Name two advantages and four disadvantages of lectures and speeches.

3. Name four advantages and three disadvantages of learning experiences such as films, posters, charts, and audio tapes.

4. Real-life experiences are often impractical. True or False?

5. Providing a variety of learning experiences is usually the most effective approach to teaching. True or False?

6. Direct experiences usually involve less time and money than indirect learning experiences. True or False?

7. No one learning style is better than another. True or False?

8. Demonstrations and practice are examples of direct learning experiences. True or False?

9. A person's learning style is the same in all learning situations. True or False?

10. Learning experiences are usually most effective when they appeal to only one sense. True or False?

11. Kinesthesia is a sense stimulated by bodily movement. True or False?

12. "Learning style" refers to a person's way of _____,

_____, _____, and _____.

It refers to the ways a person _____ toward and

_____ in a learning situation.

3
Strategies for Teaching

Objectives: *After completing this unit, you will be able to—*

1. *name five general factors to consider in choosing a teaching strategy;*
2. *describe advantages of various teaching strategies; and*
3. *describe disadvantages of various teaching strategies.*

There are a variety of teaching strategies from which an instructor may choose. No one strategy is "best." Each has its advantages and its limitations. And because each situation is different, different strategies are appropriate at different times. As a professional educator, you must choose the strategy that best fits each situation. The information and activities in this unit will help you learn to make this choice.

General Considerations

The choice of a particular teaching strategy depends on several factors. These factors include the characteristics of your students, the number of students, the instructional goals, and the physical and time limitations.

Many student characteristics were noted in Unit 2. In that unit, we discussed the characteristics of students who are adults and young adults, rather than children. And we discussed individual differences such as personality, heritage, education, experience, learning styles, learning abilities, and motivations. All of these characteristics should be considered in choosing learning strategies. For example, your students may not be self-motivated enough to work independently. Their attention spans may be only fifteen minutes. Or the students might be so quiet and shy as to make role-playing impractical. Such factors are important considerations in choosing appropriate teaching strategies.

The number of students in your class must be considered in choosing teaching strategies. Some strategies work best with small numbers and some with large. Still others are not affected at all by the number of students in class.

The instructional goals of the lesson are an essential consideration. Are your goals related to knowledge, to attitudes, or to skills? At what level? For example, if your goals are knowledge-related, should your students understand it or just recall it? Should they be able to apply it or to analyze it?

The physical limitations of space, equipment, and furniture must be considered. Do you have a room large enough or small enough? Is the furniture appropriate? Can you move it or is it stationary? Can you borrow a film projector or an overhead projector? All of these factors and more must be considered.

The amount of time it takes to plan, arrange, and carry through a particular strategy must be considered. Ask yourself such questions as "Do I have the time?" and "Is it worth it?" Often, the same goal can be reached in less time by changing strategies. On other occasions, increased time is well spent.

Lecture

Lecture is the most familiar and most used of all teaching strategies. It can by very informative and effective if used correctly. This strategy does not have to be restricted solely to speeches and prepared talks. It can also include visual aids such as chalkboards, posters, charts, and handouts. Such aids usually increase the effectiveness of this strategy.

Lecture is generally most useful when you—

- want to cover a large amount of material in a short amount of time;
- need to review important materials and key points;
- have a large number of students in a class; and
- have a typical classroom arrangement of desks or chairs and tables.

However, lecture has its drawbacks. One, it allows for only a one-way flow of information, from instructor to student. It does not allow for student feedback or interaction. Two, it requires a great amount of preparation time if it is to be done right. Three, even good speakers tend to become monotonous and uninteresting when they are the only or main source of learning. And four, because it uses only the sense of hearing, students tend to retain less information than they might if other strategies were used (see fig. 1).

Discussion

Discussion can be a very effective teaching strategy when it is controlled and kept moving toward the instructional goals of the session. Unlike lecture, discussion allows for student participation and constant interaction and feedback between all participants—students and instructors alike.

Discussion is an effective strategy because it

- permits the sharing of ideas and concepts;
- stimulates student interest;
- focuses attention on many instead of one;
- broadens viewpoints;
- brings out new insights, some of which you may not have considered;
- fosters a feeling of "togetherness" among students; and
- provides an opportunity for the students' knowledge, attitudes, and opinions to grow.

Discussion also has limitations. It is not effective with very large classes or when students have little knowledge of the subject being discussed, and should not be used under these conditions. By becoming an effective leader, you can avoid or overcome some potential limitations of discussion, including situations where few students participate or when a few students dominate the discussion. Limitations also include situations where lack of control results in failure to reach the intended goals of the activity.

Small Group Study

Effective teaching and learning can take place when small groups of students work toward specific goals or purposes. These purposes might include seeking possible solutions to or solving problems, outlining or demonstrating procedures, and practicing skills. The challenge for the instructor is to make sure all groups function smoothly, and move toward the intended learning goals, with all group members participating.

Small group study is an effective teaching strategy because it—

- allows more students to actively participate;
- encourages timid, shy, or quiet students to become actively involved;
- allows the instructor to monitor the students' learning; and
- promotes a feeling of "belonging" among the students.

Small group study also has limitations. One, it requires adequate space and facili-

ties for the groups to work. Two, it requires close monitoring by the instructor to ensure the learning goals are being met. Three, it may take longer than some strategies to cover important points. Four, student cliques may form. And, five, one student may dominate the group, discouraging the participation of other students.

Role-playing

Role-playing is students playing various roles in staged real-life situations. It allows students to experiment with different ways of behaving and to see possible results of their actions.

Role-playing is an effective strategy for—

- demonstrating various attitudes and points of view;
- bringing out different reactions to situations;
- helping change attitudes;
- demonstrating effective and ineffective ways of handling situations;
- highlighting a technique; and
- givihg students a chance to demonstrate their abilities.

However, role-playing has disadvantages and limitations. One, not all students are willing to participate. (Participation should always be optional and voluntary.) Two, it requires skill to set up, stage, and direct the activity to reach the intended learning outcome. Three, a student may be identified with the problem situation even after the role-playing is over. Four, it can be difficult to control the attitudes and emotions that can come from a role-playing situation. And, five, it cannot be used on a regular basis.

Case Study

A case study presents a problem situation that has no right or wrong answer. The situation can be real or fictional. It can be written, spoken, taped, or dramatized.

Case studies are useful in getting students to analyze problems and come up with possible solutions. They are also useful for investigating or researching an issue. Although role-playing can also be used for problem-solving, some students are more comfortable with the case study technique.

The case study strategy has limitations. One, it may be less effective when students have poor problem-solving skills. Two, it is appropriate only when the problem or issue is directly related to the current learning goal. Three, it can be time-consuming. And, four, writing effective case studies can be difficult.

Independent Study

Independent study is a series of assignments or activities that the student completes independently. It can include projects such as reading assignments; questions to answer; projects; oral or written reports; skills practice and demonstration; observations; programmed instruction; computer assisted instruction; commercially prepared workbooks; video tapes and slide tapes; and research.

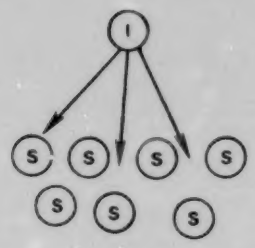
Independent study can be very effective because it—

- allows for individual differences;
- lets students progress at their own pace without peer pressure;
- allows students to demonstrate initiative and creativity;
- permits the distribution of information to individuals who need it; and
- makes students more responsible for their own learning.

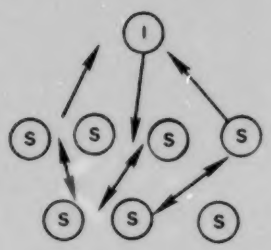
Independent study also has limitations and disadvantages. One, commercially prepared materials may not have the focus you want. Two, such materials may be expensive. Three, preparing teacher-made materials is time consuming. Four, customizing individual study packets is also time consuming. Five, copying may occur when students have the same assignments. Six, students may see the assignments as busywork. And, seven, computer-assisted instruction, videotapes, and slide tapes involve expensive equipment and materials.

Demonstration

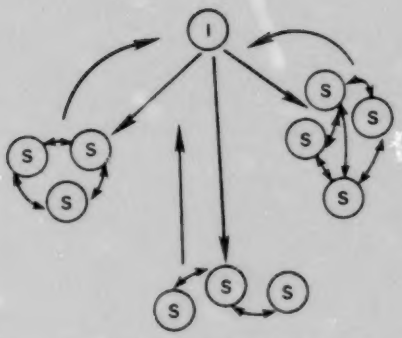
Even though it is mentioned last, demonstration is not the least important of teaching strategies. In fact, it is essential in teaching cosmetology skills. In a demonstration you **show** how something is done at the same time you **tell** how to do it.



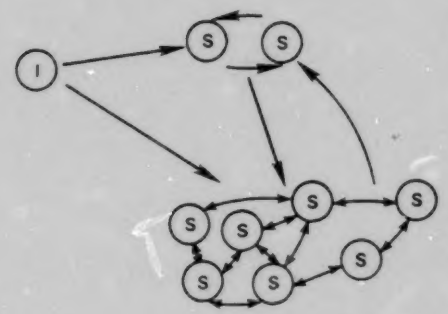
LECTURE



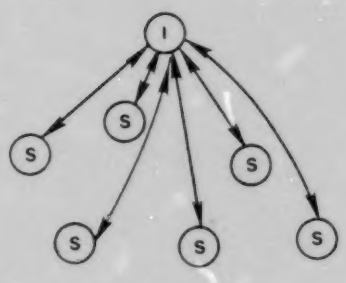
DISCUSSION



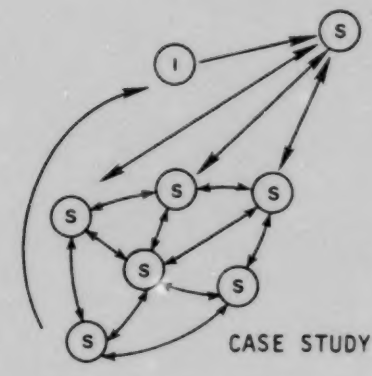
SMALL GROUP STUDY



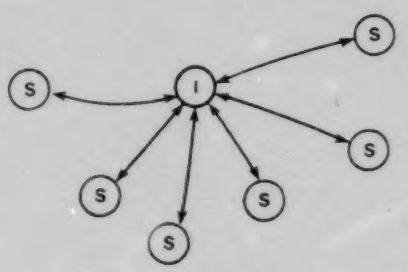
ROLE-PLAY



INDEPENDENT STUDY



CASE STUDY



DEMONSTRATION

Figure 1. *The various teaching strategies allow different student-instructor interactions.*

Demonstration is an effective teaching strategy because it—

- appeals to at least two senses (sight and hearing) and sometimes more;
- provides a direct experience and, thus, is more easily understood; and
- supports the saying, "A picture's worth a thousand words." This is especially true in teaching physical skills.

However, for a demonstration to be effective three things are required. One, it must be carefully planned, prepared, and staged. Two, it must include the proper equipment and supplies. And, three, it must provide a complete, detailed, and easily understood explanation of each step or procedure. While demonstration is an ideal technique for teaching skills, it is usually not appropriate for informational lessons.

Each of the following is an advantage or a positive characteristic of one or more types of teaching strategies. Identify the strategy that matches each by writing L (lecture), DI (discussion), S (small group study), R (role-playing), C (case study), I (independent study), or DE (demonstration). Some may belong in more than one category.

___ 1. can cover a large amount of material in a short amount of time

___ 2. provides a direct experience

___ 3. permits distribution of information to individuals who need it

___ 4. appeals to at least two senses

___ 5. demonstrates various attitudes and points of view

___ 6. allows students to analyze problems and come up with possible solutions

___ 7. permits sharing of ideas and concepts

___ 8. allows review of important materials and key points

___ 9. broadens viewpoints

___ 10. highlights a technique

___ 11. allows for individual differences

___ 12. supports the saying, "A picture is worth a thousand words"

___ 13. allows demonstration of initiative and creativity

___ 14. allows more students to participate

___ 15. brings out different reactions to situations

___ 16. is good for investigating or researching an issue

___ 17. promotes a feeling of belonging and togetherness

___ 18. allows students to progress at their own rate

___ 19. gives students a chance to demonstrate their abilities

___ 20. helps change attitudes

___ 21. stimulates student interest

___ 22. works well with a large number of students in the class

___ 23. allows instructor to monitor student learning

___ 24. makes students more responsible for their own learning

___ 25. brings out new insights

___ 26. is useable with typical classroom arrangement of furniture

___ 27. demonstrates effective and ineffective ways of handling a situation

___ 28. encourages timid, shy, or quiet students to become actively involved

___ 29. provides an opportunity for student knowledge, attitudes, and opinions to grow

___ 30. focuses attention on many instead of one

Each of the following is a disadvantage or a negative characteristic of one or more types of teaching strategies. Identify the strategy that matches each by writing L (lecture), DI (discussion), S (small group study), R (role-playing), C (case study), I (independent study), or DE (demonstration). Some may belong in more than one category.

___ 1. allows for only a one-way flow of information

___ 2. is not effective with very large classes

___ 3. requires adequate space and facilities to work

___ 4. cannot be used on a regular basis

___ 5. requires a great amount of preparation time

___ 6. may be seen by students as busy work

___ 7. is not effective when students' knowledge of the subject is limited

___ 8. can become monotonous and uninteresting

___ 9. uses only the sense of hearing

___ 10. requires careful planning, preparation, and staging

___ 11. uses commercially prepared materials that may not have the desired focus

___ 12. may be less effective when students have poor problem-solving skills

___ 13. writing effective studies can be difficult

___ 14. may not allow all students to participate

___ 15. may take longer to cover key points

___ 16. requires skill to set up, stage, and direct

___ 17. is appropriate only when the issue is directly related to the current learning goal

___ 18. if uncontrolled, intended learning goals may not be reached

___ 19. one or several students may dominate, discouraging the participation of others

___ 20. a student may be identified with a problem situation after the activity is over

___ 21. requires close monitoring by the instructor

___ 22. can be time-consuming

___ 23. preparing teacher-made materials is time-consuming

___ 24. using computer-assisted instruction and video and slide tapes involves expensive equipment and materials

___ 25. customizing individual study packets is time-consuming

___ 26. students may copy where assignments are the same

___ 27. student cliques may form

___ 28. requires the proper equipment and supplies

___ 29. requires a complete, detailed, and easily understood explanation for each step or procedure

___ 30. commercially prepared materials may be expensive

___ 31. resulting attitudes and emotions can be difficult to control

___ 32. is usually not appropriate for informational lessons

1. List five general factors you should consider when choosing a teaching strategy.

2. Name three challenges for an instructor when using small group study.

3. Give four examples of possible independent study projects.

4. _____ allows participants to try various ways of behaving and to see possible results of such actions.

5. In a demonstration, you _____ to do something at the same time that you _____ it is done.

6. Discussion is the most familiar and most used of all teaching strategies. True or False?

7. Each type of teaching strategy has both strengths and weaknesses. True or False?

8. Discussion allows for constant interaction and feedback. True or False?

9. An instructor must choose a case study carefully to be sure it has only one correct answer. True or False?

10. Visual aids distract from a lecture and, thus, should not be used. True or False?

11. Different teaching strategies allow different kinds of interaction between the instructor and the students. True or False?

4

Communication in Teaching

Objectives: *After completing this unit, you will be able to—*

1. *explain the meaning of various voice and speech habits;*
2. *give examples of six types of body language; and*
3. *identify your own voice and speech habits that need improvement.*

Communication is at the heart of all teaching and all learning. Good communication enhances these processes and poor communication hinders them. It is up to you, the instructor, to ensure that effective communication is an integral part of your teaching. Doing so will make you a better instructor and your students more successful learners. The information and activities in this unit will help you to reach these goals.

Oral Communication

Some individuals have natural vocal qualities that give them better-than-average oral communication skills. Radio announcers, actors, and public speakers are examples of people who usually have good "speaking voices." These voices have qualities that others like to hear. They carry a note of credibility or authority. As a result, people tend to listen to good speaking voices. As an instructor, your voice is one of your major teaching tools. You should work to develop and improve it.

Using a tape recorder will allow you to hear yourself as others hear you. When you hear yourself talking normally—as in a lecture—only part of what you hear comes through your ears. Much of the sound comes through vibrations carried to your eardrum by the bones of your head. The tone of your voice sounds lower to you than it does to others. And your voice seems richer and more mellow than it is.

Pitch is a term used to identify the high and low tones of a voice. A high-pitched voice has a more nasal quality and is more difficult to understand. A listener must strain to hear and understand this type of voice. A low-pitched voice may sound more mellow or profound, but it too becomes tiresome after a short while. In each case some words are difficult to understand, especially at a distance. Of course, the ideal voice is between these two extremes. A well-modulated voice is easy to understand and carries so that all can hear.

Volume means the same when referring to a voice as it does when referring to a radio or television. It is the loudness or intensity of a voice. If you must strain to make your voice carry to the back of a room, you need to improve its volume. Even a person with a soft voice can learn to project it so that it carries throughout a classroom without strain. Proper volume control comes from deep within the lungs where air is pushed upward from the diaphragm.

To help gain proper control over the volume of your voice, try deep breathing exercises. Breathe in as long and as deeply as you can. Hold that breath as long as possible. Then breathe out as slowly as you can until all your breath is gone. Count to yourself the length of time you can hold your breath and try to increase it. You should be able to count to twenty before exhaling.

Another good volume control exercise begins by selecting a favorite passage from a book or perhaps a poem. Breathe in as long and as deeply as you can. Slowly recite the passage or poem in a near-normal voice until all your breath is gone.

A third exercise is to practice speaking in an empty classroom or other large room. Place a tape recorder at the back of the room while you speak from the front. What you say is not important. When you play your recording you can tell how well you were projecting your voice. Practice until you are satisfied with its volume and until your body knows how it feels to speak with that voice. (Remember, a voice carries better in an empty room. You must speak louder when people are present.)

Resonance is the strength of a voice. A voice is made up of vibrations that are produced by air passing over the vocal cords. Breathing deeply, from your diaphragm, will create strong vibrations and thus a strong, resonant voice.

Diction is one's choice of words and the way they are pronounced and used. Proper diction is essential to effective communication. As an instructor, your diction should enhance your communication with your students and serve as a good example for them to follow. If you are unsure how a word is used or pronounced, look it up in the dictionary.

Proper use of cosmetology-related terms is essential to your profession. Use these trade terms often, making sure your students understand their meanings. A so-called "hard word" becomes familiar after several uses. When you use a new or unfamiliar term, pronounce it slowly and distinctly. Write it on the chalkboard. Pronounce it again and define it. If the word is difficult, you may want to give a phonetic spelling, too, such as "koz muh TOL uh gee."

Inflection is changing the pitch or loudness of your voice, thus avoiding a monotone sound. It helps give emphasis to key words or statements. Proper inflection improves the overall quality of your voice, making it more interesting and easier to understand.

Oral Distractions

Some teachers have speech habits that annoy or distract their students. Most often, the teachers are unaware of these habits and, of course, their students will not tell them. The best way to overcome such habits in yourself is to be aware of them and to listen to yourself as you speak.

Monotone is consistently keeping your voice at the same pitch, volume, and speed, with each word receiving equal emphasis. As a result, your speech is dull and boring. Even an interesting idea or topic seems uninteresting. This is a habit that can be easily corrected by being aware of its existence and working to improve it.

Nasal twang is largely a regional or cultural habit of speech, one that Texans are noted for. Listen closely to yourself speak. You may discover that as you breathe, air bypasses your vocal cords and enters and escapes through your nasal passages. As a result, proper resonance is decreased and a nasal twang is created. Correcting this habit requires constant awareness of the problem and ongoing practice to eliminate it.

Slurring is the habit of running words together so that they are indistinct and difficult to understand. Listeners must strain to understand them and their meanings. As a result, communication is impaired. Effective communication requires that words be clearly spoken, with each syllable properly pronounced and emphasized.

Slang is an informal, non-standard language used by a particular group of people. Some instructors feel that to have a good rapport with their students they must speak their language, that is their slang. This is a false impression. An instructor is a professional, and your speech should reflect this professionalism.

Verbal crutches are meaningless words or sounds. They are sometimes used to give a speaker time to think before continuing. More often they are used due to habit. Examples include "and so forth," "you know," and "well, uh."

Body Language

When we think of communication, we think of our eyes, our ears, and our voices. But in reality, our entire bodies communicate. Body language includes a variety of factors. For example, it includes physical touch (such as a pat on the back), mannerisms (tapping a pencil), and physical distance from others. But the three most significant kinds of body language in the classroom and lab are facial expressions, posture, and gestures.

Facial Expressions

Communication with your students begins before you open your mouth to speak. It begins when they first see you. And what they see has a tremendous influence on what they will hear and the meaning they will find in it. The expressions in your eyes and on your face tell them about your feelings and attitudes toward them, toward yourself, and toward the topic at hand.

Facial expressions are a stronger communication device than most people realize. To test the validity of this, observe news reporters on national television networks. These individuals are professional communicators. They have trained over the years to perfect their communication skills. The seriousness or humor of what they are reporting is directly mirrored in their facial expressions. In most cases you can tell the type of report they are making even when you can't hear their voices. Their credibility is based on body language as much as on vocal quality. Together, these make an impressive statement.

Whether or not your students receive or reject what you say, is largely influenced by the manner in which you communicate. Good voice quality is essential, but effective communication is most likely when voice quality combines with the proper facial expressions.

Have you ever tried to convince your students that you are angry or upset when you are smiling or laughing? They won't believe you.

Posture

Posture is another form of body language that greatly influences communication. How you walk into a classroom and how you stand or sit while you are there sends signals or messages to your students and gives them clues about your feelings and your attitudes. Body language can convey an image of confidence and ability, or they can convey just the opposite.

Hold your head up, your shoulders back, your stomach in, and keep your back straight. It will help you to look more energetic, more interested, and more self-confident. Posture is an important communication device. Be sure to use it to its best advantage.

Gestures

You probably use gestures to communicate more than you think you do. Try explaining a technique or a procedure without using your hands and arms. Use only your voice. It is difficult, if not impossible. Your hands and arms work together with your voice to help you to communicate. This can be an asset, but if taken to an extreme it can actually interfere with communication. Gestures that are inappropriate or overused can annoy or distract a listener. Watch your own gestures as you speak to determine if they are a help or a hindrance in your communication with others.

Body language (facial expressions, posture, gestures, etc.) is a powerful communicator. Used appropriately, it can be an extremely valuable tool. Watch your own body language in the classroom, in casual conversation, and in a mirror. See if it helps you to accurately communicate what you intend. And see if it helps others understand.

Feedback

Look at figure 1 in Unit 3. The arrows in the illustrations indicate the flow of information in each teaching strategy. In lecture, the flow is mostly one-way, from instructor to student. But in the other strategies, the flow is at least two-way, instructor to student and student to instructor. In most of the strategies, the flow of information is extended to include student to student. These flows of information, plus the information provided through body language, provide significant feedback for the instructor and the student alike.

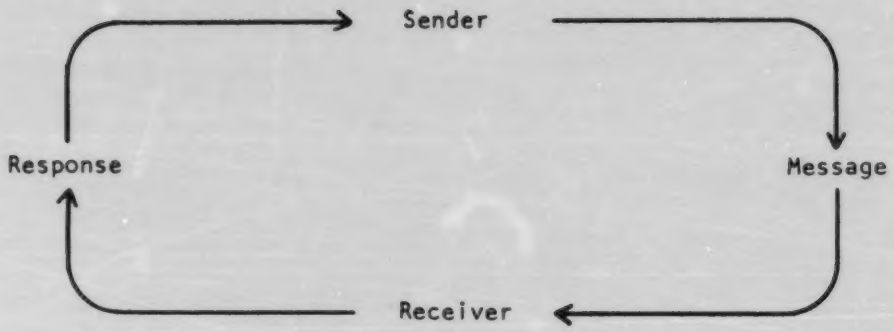


Figure 1. Feedback is an essential part of effective communication.

Figure 2. Body language provides feedback. Is this feedback positive or negative?

Feedback, or response to communication, is a key element in teaching and learning. Feedback provides a circle of communication in a pattern of sending-receiving-sending-receiving, and so on (see fig. 1). This process allows people to evaluate how their messages are being received. And it provides opportunities to correct any misunderstandings that may occur.

Examinations and other forms of evaluation give feedback, but there are other types also. If you give a lecture and most of the students are looking out the window, they're giving you feedback. They are responding. For any number of possible reasons, you are not being heard.

In similar ways, you provide feedback to them. You can shout for their attention, but this is negative. Positive feedback is more professional and more effective. Ask a direct question of a student. This often brings the class's attention back to your instruction. Stop talking. When the students turn to you, begin again, changing your emphasis and vocal quality. The problem may be more you than your students.

Monitor your students' body language constantly (see fig. 2). It is a powerful source of feedback. It can tell you if they are interested, if they are listening, and if they are understanding. Ask questions and listen to your students' responses, comments, and questions. These, too, provide valuable clues. With this feedback, you can change your approach, if necessary, so that learning needs are better met.

SECTION I. Each item in the left column is associated with one in the right column. Items in the right column may be used once, twice, or not at all. Match the items using the letter answers.

___ 1. high and low tones of a voice	a. diction
___ 2. strength of a voice	b. inflection
___ 3. change in pitch or loudness of a voice	c. pitch
___ 4. loudness or intensity of a voice	d. resonance
___ 5. choice, pronunciation, and use of words	e. volume
	f. speed

SECTION II. Follow the directions in SECTION I to match the items below.

___ 6. informal, nonstandard language	g. monotone
___ 7. running words together	h. nasal twang
___ 8. voice stays at the same pitch and speed	i. slang
___ 9. regional or cultural habit of speech	j. monochrome
___10. meaningless words or sounds	k. slurring
	l. verbal crutches

SECTION III. Give one example of each of the following types of body language. Do not use examples from this unit.

11. physical touch

12. mannerisms

13. physical distance

14. facial expressions

15. posture

16. gesture

Experiment with your voice using a simple tape recorder. Choose a favorite poem or passage. Read it in each of the following ways, recording it each time. Then play back each set, listening for the differences.

1. Speak in your **normal** voice. How does the recording differ from how you normally hear your voice?

2. Speak in a **high-pitched** voice and then in a **low-pitched** voice.

3. Speak in a **high-volume** voice (loud and intense) and then in a **low-volume** voice (softly).

4. Speak in a **high-resonance** voice (from the diaphragm) and then in a **low-resonance** voice (from the upper chest).

5. Speak with **inflection** (changing the pitch, volume, speed) and then in a **monotone** (no change in pitch, volume, speed).

6. Speak with a **nasal twang** (air and sound coming through your nasal passages) and then **without a twang** (air and sound coming through your mouth).

7. Speak with **slurred** speech (running your words together) and then speak **distinctly**.

8. Speak using **slang** words and then say the same thing using **proper English**. (Your poem or passage may not fit here.)

9. Speak again in your **normal** voice. How does this voice compare with your voice in the above exercises? Which of your voice and speech habits are appropriate? **Which should you work to change**? Make a list of your answers to these questions, then work on each voice or speech habit that needs improving. Work on them one at a time over the next few months.

5
Teaching Aids

Objectives: *After completing this unit, you will be able to—*

1. *explain the uses and values of various visual teaching aids;*
2. *tell what is currently available for cosmetology for use with five mechanical teaching aids; and*
3. *design and produce four teaching aids of your own.*

So far, we have discussed communication in teaching as a purely physical and personal skill. It is this and more. Effective teaching often includes the use of non-personal, visual methods and devices to gain student attention and interest, to emphasize key teaching points, and to help students remember what they have learned. Such methods and devices are called teaching or learning aids. Examples include written words, drawings, pictures, photographs, pictograms, and diagrams. These aids enhance the learning process through sight.

This unit will familiarize you with a variety of popular teaching aids that will be valuable for use in your classroom.

Effective Aids

In many cases, the most effective teaching aids are simple. When more elaborate aids are used, students tend to remember the aid rather than what the aid was teaching. Similarly, there is no relationship between effectiveness of a teaching aid and its cost. The primary issue of effectiveness is not complexity or cost, but its ability to help students learn.

Research has found that the greatest learning-retention value of a visual aid comes from very simple line drawings—even if they are crude or sketchy. The more elaborate the aid, the less students recall what it illustrated. In a medical school, an instructor used two types of learning aids. One was a three-dimensional model of the human heart, in full life-like color and exact-scale detail. The other was a simple instructor-made line drawing of a heart on a chalkboard, with no color. Three months later students remembered all the key points of the chalk drawing, but remembered very little of the elaborate scale model. The researchers believe that the ability to recall information is greater with simple things that have few details. More complicated things are difficult for the brain to sort out and focus on.

Many instructors hesitate to create their own teaching aids. They fear their limited artistic abilities cannot compete with commercial products. This isn't true. The goal is learning. And, as evidence shows, learning is enhanced not with elaborate, expensive aids, but with aids that are clear, specific, well thought out, and meaningful. These criteria can often be met with instructor-made materials.

Figure 1. Mannequin

Use of Teaching Aids

A teaching aid is appropriate when you want to:

- emphasize key words, phrases, ideas, or concepts;
- compare two or more things;
- list or put things into sequence;
- show action;
- diagram;
- illustrate;
- announce;
- add interest;
- provide uniform instruction to all students; and
- get and hold students' attention and interest.

Thus, teaching aids can be appropriate in almost any learning situation. Therefore, they are essential tools of teaching.

Types of Teaching Aids

Mannequin

Mannequins are essential teaching aids for cosmetology. Unlike many teaching aids, mannequins must be purchased. However, they provide advantages that no other aid can. Mannequins provide a means of demonstrating a technique or a series of techniques. Students can see each step of a procedure and see the progression of those steps toward a final product. Mannequins are three-dimensional, and allow students to see the proper positioning of rods, clips, and other items and the relationships of the various parts of a set or hairstyle. They are valuable tools for students to use to practice their own skills. Mannequins provide many of the advantages of direct learning experiences, without the disadvantages of live models (see fig. 1).

Chalkboard

If you could only have two visual aids in your classroom, the chalkboard together with a mannequin would be an ideal choice. A chalkboard is standard equipment in every classroom and in almost any place you might teach. Most are mounted permanently on a wall, but some models are portable on stands. Portables are versatile because they have chalkboards on both sides and can be flipped over as needed. They can also be moved and placed in the most appropriate spots in a room.

A chalkboard has almost limitless possibilities. For example, you can write key words or sentences on it before a class so they are ready when needed. Similarly, you can copy drawings on it in advance or tape illustrations on it from magazines or other sources. Use labels, lines, and arrows to highlight or call attention to important items. Colored chalk is inexpensive and useful for these purposes. You can cover these words and drawings with blank paper held with masking tape, removing the paper at the appropriate time during the lesson.

A chalkboard can be used in combination with other aids, such as charts and posters. You can use it as an announcement or bulletin board, or to keep track of students' ideas during a discussion or brainstorming session. The possibilities for using a chalkboard as a teaching aid are almost endless (see fig. 2).

Charts

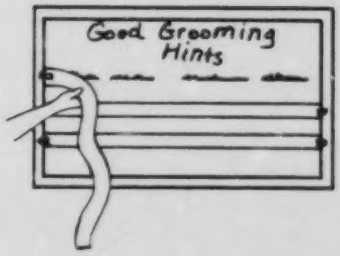
Charts may be made and used in a variety of ways. Commercially prepared charts are often elaborate. They are usually printed on coated cloth or paper similar to that used for wall maps. These charts are helpful and useful when they fit your learning objective, but they are not necessarily more effective than those you make yourself. All you really need to create your own charts is inexpensive paper or poster board and two or three different-colored felt-tip markers (black, red, and blue are good choices).

Flip chart. Flip charts are made with newsprint, purchased in large pads. These are available in several sizes, up to about 24 x 36 inches. A flip chart is ideal when you want to present a progression of ideas or when you want to go from one page to another during a presentation. It is also good for keeping track of ideas during a discussion or brainstorming session.

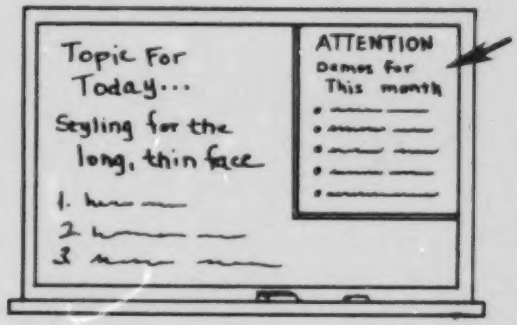
Newsprint's unglazed surface makes it easy to draw and write on. To do so you may want to place the pad on a flat surface. Or it may be easier for you to stand the pad upright on the chalkrail of a chalkboard, and secure it to the board's surface with masking tape. Slip one piece of newsprint behind the piece you are writing on to serve as a backing to avoid bleed-through onto the next sheet in the pad.

Embellished chalkboard using cut-out illustrations with tape

Using blank paper to cover message until needed in presentation



Revelation technique--keep key points covered with blank strips and tape until you address each point



Use part of chalkboard for permanent bulletin board or special notice board

Portable chalkboard gives second side after first side is finished

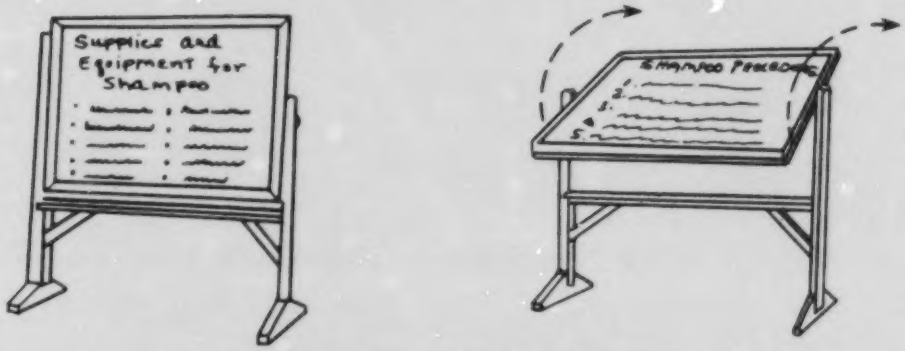


Figure 2. Chalkboards have unlimited visual possibilities.

Use the flip-chart by placing it upright in front of your students. A purchased easel may be used for this, or you can make your own on a desk or table. To make your own, place several strips of masking tape—sticky side up—on the top front surface of the desk. Stand the pad upright on the tape so it will not slide. Use a large heavy object behind the pad to support it and hold it upright. Stand to one side of the chart and refer to it as your lesson progresses, turning the pages as needed (see fig. 3).

Use a pointer stick to identify important information on each page. Or make an arrow cut from heavy paper to use for this purpose. Color it red with a felt-tip marker. Attach a small loop of masking tape to its back and place it next to an item as you refer to it. When you go to the next line, unstick the arrow and restick it at the new item. Masking tape will not tear the paper and will restick several times.

Or you can cut an arrow from heavy paper, color it, and attach a large paper clip, spring clip, or clothespin to its back with tape or glue. You can reattach and reuse this arrow from page to page and poster to poster. It is versatile and will last a long time.

Strip chart. A strip chart is not part of a pad. It is made of a large, heavy piece of paper used as a backing and a series of paper strips on which key points are printed. A strip chart allows you to make a series of points, revealing them one at a time as your lesson progresses.

Poster board is good for the backing and, in most cases, also for the strips. White or dark blue are good colors for the backing and contrasting colors for the strips. Use felt-tip markers for the lettering.

Strip charts may be made several ways. One type uses tacks to support the strips of paper. Push thumb tacks through the backing from the front to the back. Leave the tacks' heads far enough from the backing's surface to allow the strips to rest on the rods of the tacks.

A second type of strip chart uses masking tape instead of tacks. Place several loops of tape on the back side of each strip—sticky side out. This tape holds the strips in place as they are put on the backing board.

A third type of strip chart uses newsprint or other flexible paper for the strips. Cut these strips about the same width as the backing board and fold them in half, blank side out. Then attach each strip to the backing board so that it can be unfolded when needed. Secure it with a small piece of masking tape (see fig. 4).

A fourth type of strip chart uses blank strips to cover the key points that are written directly on the backing board. Remove the strips one at a time to reveal the points.

Open-book chart. An open-book chart is effective and easy to make and use. It is made from several pieces of poster board or similar heavy paper, cut any size. In most cases, 11 x 14 or 16 x 20 inches is ideal. The pieces of board are hole-punched and held together with metal rings similar to those used in loose-leaf notebooks. These are available in drugstores and stationery shops. The book will stand upright on a desk or table, serving as its own support, or it can be held. The pages of the chart are turned one at a time as the lesson progresses.

Flannel-board chart. A flannel board chart is an excellent teaching tool. It is usually more elaborate than other types of charts and takes time to construct. But it is inexpensive, stores well, and is a pleasant change of pace. A flannel-board chart sets upright on a desk, easel, or the chalkrail of a chalkboard. A presentation is built a piece at a time to tell a story or to show a progression of steps or procedures. It can be ideal for illustrating different hairstyles and techniques.

A flannel chart uses a flannel-covered piece of thin plywood as a backing. It can be any size, but in most cases 36 x 48 inches is ideal. Buy a piece of inexpensive black cotton flannel, slightly bigger than your plywood. (Felt or burlap can be used instead of flannel.) The longer the nap of the flannel, the better it will work. Place the flannel on the board and wrap it around the edges, pulling out all wrinkles. Tack or staple it to the board on the backside.

To create flannel-board pieces, use illustrations from magazines or other sources, or draw your own. Glue these to heavy paper to give them support and then trim the paper to fit the illustration. Glue thin strips of fine sandpaper to the back of each piece. You do not need to cover its entire surface. When pressed to the flannel

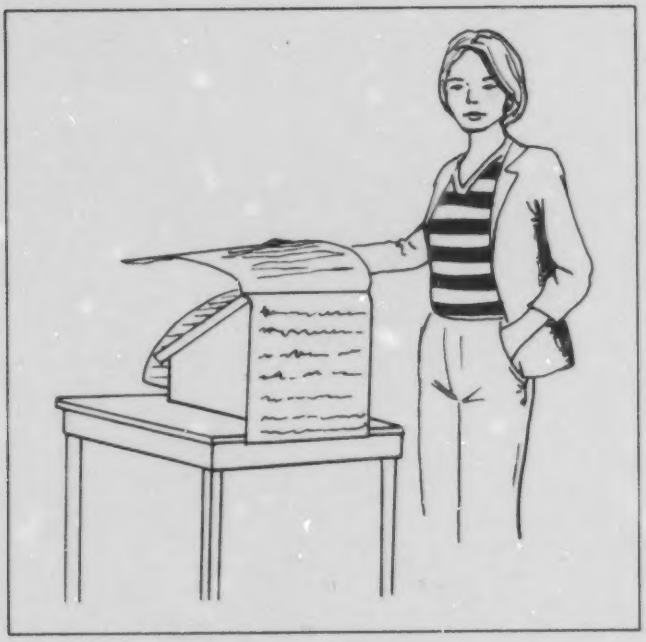


Figure 3. The flip chart. A desk or table can be made into an effective easel.

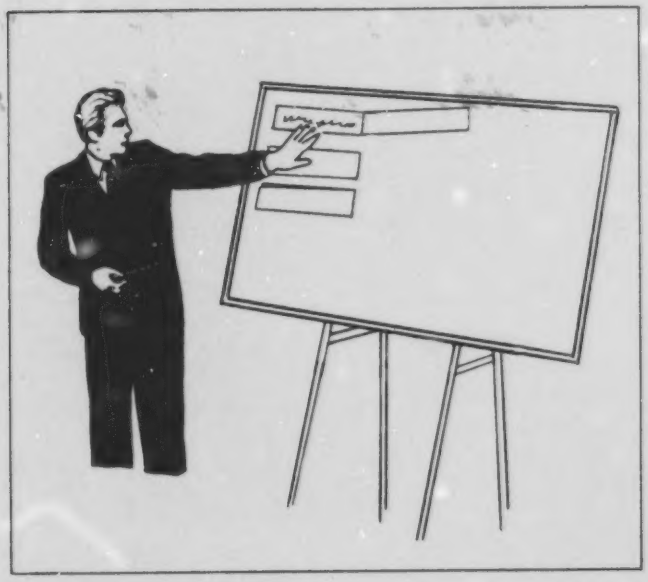


Figure 4. A form of strip chart where the message is folded until you are ready to reveal the message.

board, the pieces will stick until they are removed. Scraps of felt, wool, flannel, velour, or burlap may also be used for this purpose.

Follow this same process for making flannel-board words, symbols, pictures, etc. Letter your own or purchase commercially made alphabets that can be transferred onto paper. These are available in art and drafting supply stores, and come in many styles and sizes. Keep all the pieces of a presentation together in a single paper or plastic bag labeled with the topic of the presentation. Then they will be ready and easy to find the next time you want to use them.

Posters

Posters are similar to charts except that they deal with single ideas or concepts (see fig. 5). They can emphasize key points in a lesson or remind students of important dates and events. They can be used for posting notices or to display mottos and slogans. The uses of posters are almost limitless. Attach them to walls, to bulletin boards, or to chalkboards. Or place them on an easel in a prominent spot in the classroom.

Posters are usually made of poster board or other heavy paper. They can be any size, but 22 x 28 inches is standard. Posters can be as simple or elaborate as you want them to be. Illustrate them with stencils and spray paint or with felt-tip pens. Use tempera paint or colored inks and apply them with broad-tip pens or small brushes. Cut shapes out of construction paper or illustrations out of magazines and glue these to the board. Use colored yarn attached with a mixture of glue and water. Use anything that works! Use your imagination and those of your students. Having them make their own posters can be a great learning experience, too.

Handouts

Written handouts can be very effective teaching aids for both informational and skills lessons. They are useful for emphasizing and summarizing key points and procedures, providing review, and helping students avoid misunderstanding information. Properly prepared, handouts can be valuable references for students in the future, as well as in class. They can provide important details of student assignments. Handouts are also useful tools for providing information to students who are absent.

The organization and appearance of written handouts are as important as their content. Information must be arranged logically and in a manner that is easy to follow and understand. The "Care in Preparation" section of Unit 1 in this book provides valuable guidance for preparing effective materials. Reread that section now and apply it when you prepare handouts for your class.

Mechanical Aids

Important mechanical teaching aids include the overhead projector, the slide projector, the movie projector, the film projector, and the computer. Audio tapes can be used with slides and filmstrips.

Overhead projector. The overhead projector is the most versatile of the mechanical teaching aids. It is readily available in most schools and classrooms and is easy to set up and operate. It does not require a darkened room and, although a screen is preferred, images can be shown on blank walls. Transparencies, the materials used with overhead projectors, are relatively easy to prepare and are quite effective.

Overhead transparencies are a standard size. You can purchase commercially made transparencies or you can make your own. Precut transparency film is available from stationery stores, school supply houses, and audiovisual equipment dealerships. Clear film is used for most transparencies, but colored film is also available and can be effective when used properly.

You can draw and letter directly onto the film using special felt-tip pens. Grease pencils can also be used but the resulting image is not as sharp or clear. Or you can use a photocopying machine to transfer almost any black-and-white image from 8 1/2 x 11-inch white bond paper to a piece of transparency film (see fig. 6).

Professional-looking transparencies can be made by using press-on letters and pictures available from art and drafting supply stores. These are available in a wide variety of styles and sizes. For example, you can purchase transfers with shaded and lined patterns, decorative borders, figures, faces, trees, buildings, seasonal designs, and

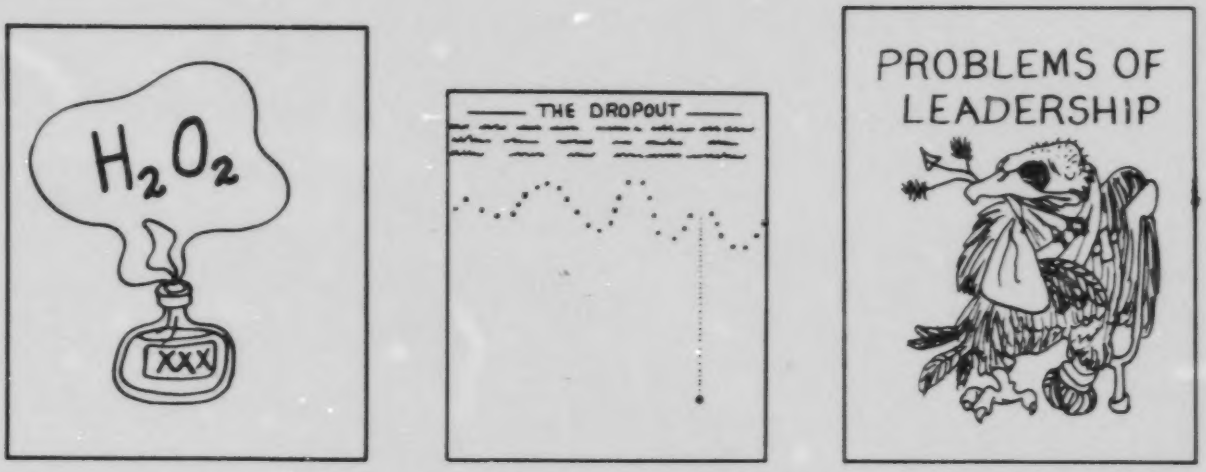


Figure 5. *A poster is a single theme or message. It should be simple but have a timely message that is instantly communicated. (Bridges for Ideas, VIB Series, UT/Austin)*

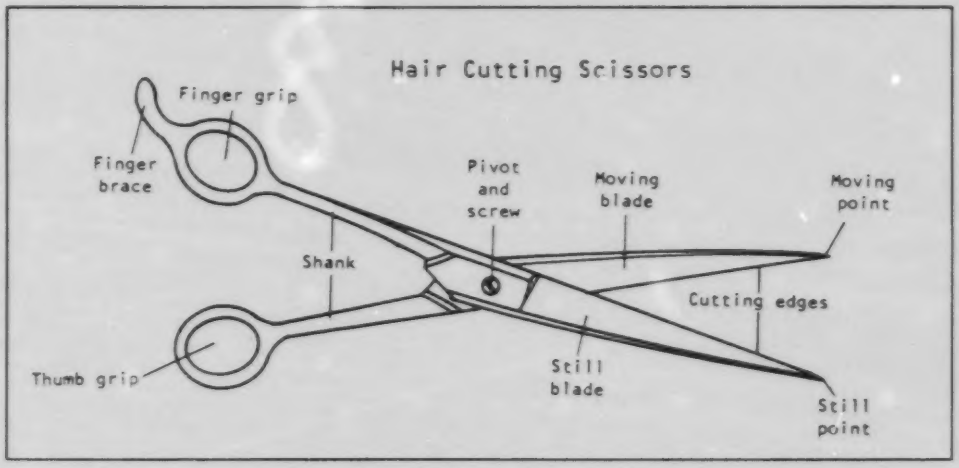


Figure 6. *Make your layout on 8½ x 11 paper. Run it through a photocopier to transfer the image onto overhead transparency film.*

almost any other object you might want. Unfortunately, these transfers are expensive. However, they provide a commercial-quality transparency that you are unlikely to achieve without them.

Completed transparencies should be mounted in cardboard frames, available from the same store that sells the film. Use a small piece of cellophane tape at each corner to attach the film to the frame. Label each frame and store them in letter-size file folders. Transparencies may be left unmounted, but they are difficult to use in this form.

Transparencies are versatile. You can highlight key words on the transparency itself by using a colored felt-tip pen. You can focus attention on a point as you project the image by using a pencil or cut-out arrow as a pointer or marker. You can cover the transparency with a piece of paper, revealing it one part at a time as your presentation progresses. And you can make overlays that build on an original image. For example, you could project an image of a facial outline on the first transparency. Then, you could lay a series of transparencies over the original one to show how a variety of hairstyles look with that facial shape (see fig. 7).

Slide projector. Most schools have 35mm slide projectors available for instructor use. These can be used to illustrate various hairstyles, tools and equipment, and a variety of cosmetology procedures and techniques. Inexpensive, commercially prepared slides may be purchased. However, they may not meet your learning objectives. Thus, you may want to make your own.

You can make your own slides using a simple 35mm camera and a flash. Slide film with an ASA rating of 100 is usually best for indoor pictures. A tripod will steady your camera and improve the focus of your pictures. When your film is returned from being developed, each picture is already mounted in a plastic or cardboard frame, ready for showing.

A slide show is versatile because you can project one slide as long as you wish, as you discuss material related to it. You can also back up and repeat a slide if needed. However, automatic slide-tape shows progress at a preset pace. If you use commercially prepared slide-tape presentations, you may want to use the same script but read it in your own voice. Students generally respond better to the voice of their instructor than to a studio voice.

Filmstrip projector. Filmstrip projectors are often available at schools for instructors to use. They are easy to set up and operate and are used with commercially prepared filmstrips, which are fairly inexpensive. Filmstrips have the same or similar impact as slide shows. Most come with sound, but the ones without sound and with a written script may be more versatile and more appropriate for your needs.

Movie projector. Many schools have movie projectors, but in many cases, these are the least effective of the mechanical aids noted. They are time-consuming to set up and use, and films are expensive. Used appropriately, however, films can be valuable teaching tools.

First, films should be brief, approximately fifteen minutes. Longer films often lose the students' interest and attention.

Second, use only films on subjects that you have taught or plan to teach. Review the films to ensure that they are appropriate and that they cover several of the important points you want to make.

Third, brief the students before the film begins about the purpose of the film and what they are to look for in it. Review the key points of the film as soon as it is finished.

Fourth, try a listening-team approach. Divide the class into two or three small groups before the film begins. Assign each team specific points or issues to listen for. Ask for oral reports from the groups after the film is over. Using this technique helps keep the students' attention focused on the learning objective of your lesson.

Computer. Computers are in limited use in cosmetology training programs, although their use is increasing. Many available programs were originally developed for use in other areas. But some of these may have applications in cosmetology as well. Examples include programs in record-keeping and word-processing. Test programs, designed specifically for cosmetology, are being used currently in some schools. More cosmetology-specific computer programs are expected in the future. The possibilities of using computers as teaching aids are exciting and promising.

Care of Materials

For teaching aids to be effective, they must be in top condition. They must be clean and in good repair at all times. Teaching aids lose their appeal, and thus their value, when they become torn, dirty, smudged, creased, or wrinkled. Mechanical aids may run hesitantly or not at all.

In each case, proper storage and use are the keys to taking care of teaching aids. Without them, the time, money, and effort put into these aids is wasted. With them, teaching aids can be used effectively to promote their ultimate goal—to enhance student learning. As an instructor, you must do your part to ensure that the teaching aids available to you receive the proper care.

Ideas and Assistance

If you want help in getting started using teaching aids, or think you lack the necessary ideas and creativity, numerous resources are available to you. Almost all educational book and supply stores have dozens of books, pamphlets, and other literature on making and using teaching aids. These have design ideas, creative uses, and step-by-step instructions and suggestions for getting started in creating and using these aids.

Keep in mind that an effective teaching aid does not have to appear as though it were created by a professional artist. Your goal is to produce a visualization of ideas, not a work of art. Give it a try. You will find that it is easier than you think. And you will start discovering ideas and suggestions all around you. Not only will you be improving the quality of your instruction, but you will also be enjoying your job of teaching much more.

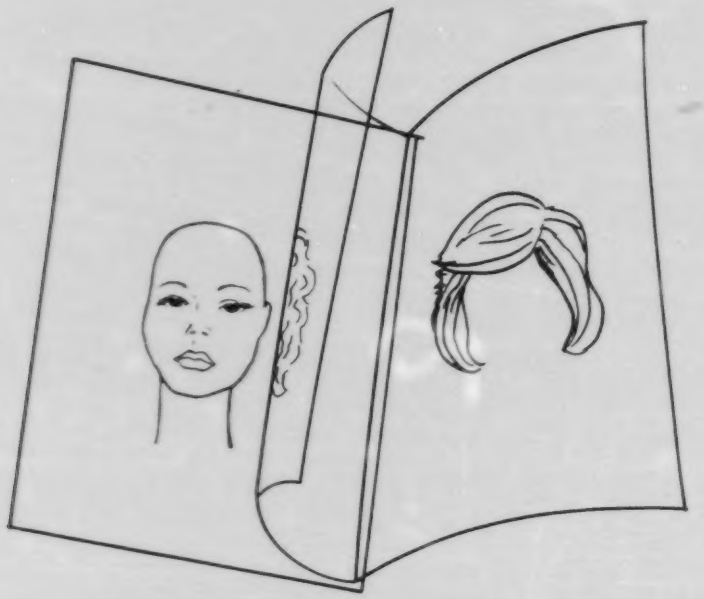


Figure 7. A transparency can have several overlays.

1. Name seven instances in which teaching aids are appropriate.

2. What two teaching aids are recommended if you can have only two aids in your cosmetology classroom?

3. Name two ways in which chalkboards can be used in a classroom.

4. Name two ways in which flipcharts are valuable in a classroom.

5. How does a strip chart differ from a flipchart?

6. Name one advantage of a strip chart.

7. What is the main difference between charts and posters.

8. Name five important mechanical teaching aids.

9. What mechanical teaching aid discussed in this unit is the most versatile?

10. What mechanical teaching aid discussed in this unit is often the least effective?

11. What are the two keys to keeping teaching aids in good condition?

12. Simple teaching aids are less effective than elaborate ones. True or False?

13. Mannequins are helpful but not essential teaching aids in a cosmetology classroom. True or False?

14. An open-book chart is usually more elaborate to make and use. True or False?

15. A flannel board is valuable for showing a progression of steps or procedures. True or False?

16. Instructors can make their own slides to use in school slide projectors. True or False?

17. Filmstrips are prepared commercially. True or False?

18. Computers are currently in wide use in cosmetology training. True or False?

19. Many resources are available for helping instructors make and use teaching aids for their classrooms. True or False?

20. The organization and appearance of written handouts are as important as their content. True or False?

21. The teaching aids discussed in this unit enhance learning by appealing to the sense of

_____.

Find out what is available commercially for cosmetology in the following areas:

1. overhead transparencies
2. slides
3. filmstrips
4. films
5. computer software

Use a variety of resources, including your instructor, the school and public libraries, cosmetology product manufacturers and their sales representatives, etc.

Make a file of your findings for future reference. Include names, descriptions, and sources of the materials.

Using the information in this unit, and any other reference, design and produce one of each of the following types of teaching aids:

1. poster
2. handout
3. chart (the type of your choice)
4. chalkboard (including content, format of material to be placed on the board, and how the material will be used)

In each case, note the specific learning objective of the aid.

Each aid will be evaluated on the basis of the following:

1. Is the type of aid used appropriate for the stated learning objective?
2. Will the aid add to the effectiveness of the lesson for which it is designed?
3. Are space, color, words, and illustrations used effectively?
4. Was the aid produced neatly and carefully?

6
Lesson Plans

Objectives: *After completing this unit, you will be able to—*

1. *explain the purposes, contents, and possible formats of a lesson plan;*
2. *describe the standards by which a good lesson plan can be measured; and*
3. *begin development of your personal set of lesson plans for cosmetology.*

Planning and organization are two key words in successful teaching. Your syllabus provides a general, overall structure for a particular course of study. It tells where you're headed in the long run. This long-range planning is essential, but it's not enough. You also need to know specifically **how** you're going to reach your goals, step-by-step. This is the purpose of a lesson plan.

The information and activities in this unit will help you learn to design and develop effective lesson plans.

Who, When, What, Why

Writing a lesson plan allows you to plan, and to organize in advance, the tools, materials, resources, and content needed to achieve the lesson's specific learning objectives. Your lesson plan is like a road map. It helps you and your students reach the ultimate destination as directly, as effectively, and as efficiently as possible (see fig. 1).

Lesson plans are valuable in several other ways, as well. One, they provide needed guidelines for substitute instructors so class time can be used wisely rather than be wasted. Two, lesson plans help you keep track of what you have taught to your students. This helps you set realistic expectations of them and plan appropriate future lessons. Three, lesson plans may be valuable references in future classes, as they can often be adapted to meet new needs. Building on past experience saves time and energy and provides a greater opportunity for improvement.

Before You Begin

Before you begin developing a specific lesson plan, you should ask yourself several questions. Your answers may influence what you teach, and when and how you teach it.

1. What is the purpose of this lesson? What do I hope to achieve by teaching it?
2. Why should it be taught? What value will it have for the students in their future roles in cosmetology?
3. How does this lesson fit into the overall program? What comes before it and what will follow?
4. What, specifically, do the students need to know? And, therefore, what do I need to teach?

Figure 1. *A lesson plan is like a road map for learning.*

5. How much do the students need to know about the subject or topic? Great detail? General awareness? In between?
6. How long will it take to teach this lesson? A class period? More? Less?

Reviewing your answers to these questions periodically as you develop your lesson plans can help keep you on the right track.

Developing a Lesson Plan

Some schools, colleges, and programs provide their own guidelines for developing lesson plans. But in most cases, instructors are free to use the formats that work best for them. A wide variety of formats is available, but in general they are more alike than they are different.

The lesson plan formats in this unit were designed by professional cosmetology instructors specifically for use in cosmetology instruction (see figs. 2 and 3). As you will see, they are very similar. They differ only in the manner in which they organize the demonstration/lecture section of the plan. Either format can be used for both skills and information lessons. These formats or variations of them should be useful to you in your own teaching. Refer to them as you study this unit and as you develop your own lesson plans.

Instructor information. The top section of each lesson plan format includes information that is only for the instructor. It is not shared with the students. This information is collected and used by the instructor to plan and organize the Presentation section of the lesson plan.

1. **Subject.** A subject is a broad area of study. It is made up of a variety of topics. The lesson plan and the lesson taught from it focus on only one topic from that subject area. Examples of subject include iron curling, hair coloring, anatomy, and salon management.

2. **Topic.** A topic is one section of a subject area. The lesson plan is developed to provide instruction on only the specific topic noted, **not** the entire subject area. Topics under the subject area "hair coloring" could include patch and strand tests, classifications of hair coloring, and color selection. Only one of these topics would be included in a lesson, thus, only one would be included in a lesson plan. Some topics are broader than others. Whether a broad topic can be covered in one lesson depends on the amount of detail to be covered and the amount of time available for the lesson. These factors must be considered before you develop your plan.

3. **Learning objective.** The learning objective(s), that is, what the lesson is to accomplish, is the specific goal(s) of the lesson. Learning objectives are extremely important, because they are the bases around which the entire lessons are developed.

Learning objectives are usually stated in terms of something that will be done, either by the student or the instructor (see fig. 4). Student-oriented objectives are usually preferred. Learning objectives may be stated in specific terms (see fig. 4) or in general terms (see Tables 1 and 2, continuous pages). Specific objectives usually provide more guidance and are more easily evaluated than general objectives.

4. **Prerequisites of the learner.** Learner prerequisites are the skills and knowledge that the learner must know or be able to do before the lesson is given. These prerequisites serve as a basis for further learning. Although they may be briefly reviewed, they are not taught in the lesson being developed. For example, students must know about various hair styling tools before they can be taught how to use them.

It is essential that you carefully determine the prerequisites of the lesson you are preparing. If your students do not have the needed skills and information, you must teach these before you continue with your present lesson.

5. **Tools and materials.** This section includes the tools, materials, equipment, and supplies needed by the instructor and by the student to carry out the lesson plan. The type of items listed depends on how the instructor will teach the lesson. For example, a lesson plan on facial types may require that the instructor have an overhead projector, transparencies on the seven facial shapes, and information sheets for the students. Students may need paper, pencils, and their textbooks. This section should be detailed, including every item that is needed by both the instructor and the students. Listing these items in the order they are used helps ensure the list is complete.

INSTRUCTOR LESSON PLAN

SUBJECT:

TOPIC:

LEARNING OBJECTIVE:

PREREQUISITES OF THE LEARNER:

TOOLS AND MATERIALS:

A. INSTRUCTOR

B. STUDENT

REFERENCES:

Presentation

INTRODUCTION:

DEMONSTRATION/LECTURE (including sanitation and safety):

Major Points	Explanation
1.	1a. b.
2.	2a. b.
3.	3a. b.

SUMMARY:

EVALUATION:

ASSIGNMENT:

Figure 2. Lesson plan: Major points and explanation format.

INSTRUCTOR LESSON PLAN

SUBJECT:

TOPIC:

LEARNING OBJECTIVE:

PREREQUISITES OF THE LEARNER:

TOOLS AND MATERIALS:

A. INSTRUCTOR

B. STUDENT

REFERENCES:

Presentation

INTRODUCTION:

DEMONSTRATION/LECTURE (including sanitation and safety):

I.

A.

B.

II.

A.

1.

2.

SUMMARY:

EVALUATION:

ASSIGNMENT:

Figure 3. Lesson plan: Outline format.

Sample Learning Objectives

Student-Oriented

After completing this lesson the student will be able to:

- explain the purpose of a patch test;
- tell when a patch test is given;
- list the steps in giving a patch test;
- recognize the results of negative and positive patch tests.

Instructor-Oriented

In this lesson the instructor will:

- explain the purpose of a patch test;
- tell when a patch test is given;
- demonstrate patch test procedures; and
- explain how to recognize negative and positive skin tests.

Figure 4. Student-oriented and instructor-oriented learning objectives.

6. **References.** This section should include any research or background information used to prepare the lesson. This material may be written materials, such as books and pamphlets; audio-visual materials, such as films and tapes; and people, such as those met at workshops and lectures. Do not limit yourself to the textbook you are using. The school library can be a valuable source of information. Manufacturers and providers of cosmetology-related products and services are also helpful. Write them or contact their sales representatives. Often, they will provide free or inexpensive materials and advice.

Noting these references allows you to (1) provide support for your lesson if questioned, (2) direct students to sources of further information, and (3) find the references again for your own purposes. In each case, detailed information on how to locate your references is necessary. For example, with written references include the title, author, publisher, and date and location of publication. For seminars, note program names, sponsors, date, location, and individuals' names, where appropriate. Remember, the goal is to provide enough information to locate the reference. Any information that promotes this goal is appropriate.

Presentation. The second section of each lesson plan format includes information on the lesson itself and on the student-instructor interaction that is to take place. This is where the actual lesson begins.

1. **Introduction.** The introduction of a lesson is extremely important. It sets the stage for what is to come, and in large part determines how the lesson is received, and how much of it is remembered by the students. Thus, an introduction should be warm, friendly, and enthusiastic. It should invite and entice the student to listen, participate, and learn.

A good lesson introduction motivates and prepares the students to learn. It should briefly—

- give the subject, topic, and objective(s) of the lesson;
- explain why it is important to them now and for the future;
- tell how it fits in with what they have and will learn; and
- review learning prerequisites to establish a framework for new learning.

Each of these items should be noted briefly in the introduction section of the lesson plan.

2. **Demonstration/lecture.** This section of the lesson plan includes the specific steps or procedures for achieving the lesson objective(s). This section is called "Demonstration/Lecture" because these are the teaching strategies most often used in cosmetology. However, you are not limited to these. You may use any of the teaching strategies outlined in Unit 3 of this book, or any other strategies that are appropriate.

The two lesson plan formats provided in this unit differ in this (Demonstration/Lecture) section. The format used in the sample lesson plan in Table 1 organizes this section according to "Major Points" and "Explanation." Information noted under "Major Points" is brief and to the point. Detailed information for each point is noted under "Explanation." An instructor teaches from this format by scanning the left column ("Major Points"), referring to the more elaborate right column ("Explanation") only when needed.

The format used in the sample lesson plan in Table 2 organizes this section in outline form. Major points are noted as Roman numerals (I, II, III, etc.), while details are noted under each numeral as A, B, C and 1, 2, 3, etc. An instructor teaches from this format by scanning the Roman numerals, referring to the more detailed information only as needed.

These two formats are essentially the same, but often instructors find one or the other better suited to their individual needs. Note that both formats are generally sentence outlines. And both deal with sanitation and safety issues as they are appropriate in the lesson, rather than as separate sections.

3. **Summary.** This section of the lesson plan includes a summary of the most important points of the lesson. It repeats and reviews these points and helps students understand the relationships between them.

4. **Evaluation.** This section indicates the specific manner in which student learning will be evaluated. The evaluation must directly address the learning objective(s) of the lesson and the information or skills actually taught.

Evaluations may be informal or formal. You may wish to ask probing questions to

the class as a whole to help establish their level of learning. Or you may want to use more formal measures of evaluation, such as a written examination or a practical demonstration. (Various types of formal evaluation are discussed in Unit 8 of this book.) However you choose to evaluate student learning, your specific methods should be noted in this section of the lesson plan. If you ask the class questions, list the specific questions. If you use a formal evaluation tool, state this and attach a copy of it to the lesson plan.

Assignment. This part of the lesson plan notes what the student is to do next. It may be an assignment to be carried out immediately following the lesson, or perhaps an assignment to be completed sometime before the next lesson or at some other future time. An assignment can include readings, projects, worksheets, demonstrations, practice, or any other activity that is appropriate. Remember, the purpose of an assignment is to build on and reinforce what was learned, and/or help prepare the students for future learning.

NOTE: The last three sections of the lesson plan—Summary, Evaluation, and Assignment—may overlap. For example, you may want to use questions directed to the students (evaluation) to help review important points of the lesson (summary). Or you may use a worksheet (assignment) o measure student learning (evaluation).

However, even in cases of section overlap, your lesson plan should show each section separately, explaining how the purpose of that section will be met. For example, assume you choose to have your students practice the various types of pin curls after having a skills lesson on this topic. You might want this practice to serve both as an evaluation and as an assignment. Under Evaluation you could note: "Students will be evaluated informally during the practice session of pincurling. See Assignment." Under Assignment you could then explain in detail what the students are to do and accomplish during the practice session.

Standards

A cosmetology lesson plan is not finished until it meets the following standards. It must—

- be easy to use and well thought out;
- be well planned and well organized;
- be thorough and complete;
- use occupational terms;
- use correct and appropriate information and procedures;
- include all appropriate sanitation and safety measures;
- have each part fit logically into the whole plan;
- have each part contribute to the whole plan; and
- have every aspect work toward accomplishing the learning objective(s) of the lesson.

Use these standards to determine if the development of your lesson plans is indeed finished.

Conclusion

Remember, a lesson plan is a tool, a guide to help you reach your final destination—student learning. It must be flexible. And it must be usable. A lesson plan must be adaptable to the needs of the moment, without losing sight of the ultimate objective. Properly used, a lesson plan is truly a "roadmap to learning."

TABLE 1. SAMPLE LESSON PLAN: MAJOR POINTS AND EXPLANATION FORMAT.

LESSON PLAN

SUBJECT: Makeup

TOPIC: Lash tinting

LEARNING OBJECTIVE: Students will know the procedures for applying lash tint and related safety measures.

PREREQUISITES OF THE LEARNER: Knowledge of various solutions used in lash tinting and when they are used.

TOOLS AND MATERIALS:

A. INSTRUCTOR

1. Drape
2. Dish of soapy water
3. Dish of clear water
4. Cotton
5. Towels
6. Petroleum jelly
7. Eye shields
8. Cotton-tipped applicator sticks
9. Lash tint solution
10. Stain remover

B. STUDENT - none

REFERENCES: The Prentice Hall Textbook of Cosmetology, 2nd ed., Englewood Cliffs, N.J.: Prentice Hall, 1983, pages 348-350.

TABLE 1

PRESENTATION

INTRODUCTION:

Subject - Makeup
Topic - Lash tinting
Learning Objective - Know procedures for applying lash tint and related safety measures.

Motivation:
- Needed or wanted by clients with light or gray lashes
- Can be part of facial or separate service
- Takes little time and materials so is high-profit service

Review of Previous Lesson:
- Types of solutions used
- Never use tar-based or aniline-derivative tint
- Color choice

DEMONSTRATION/LECTURE:

MAJOR POINTS	EXPLANATION
1. Cleanse hands.	1a. SANITATION: wash hands. b. SANITATION: sanitize with alcohol.
2. Place client in reclining position.	2a. About 45-degree angle. b. SAFETY: Helps prevent solution from getting into eyes.
3. Drape client.	3a. SANITATION: Protects client's clothing.
4. Remove eye makeup.	4a. SAFETY: Have client close eyes. b. Use soapy water and cotton. c. Rinse with clear water and cotton. d. Remove completely to allow penetration of tint.
5. Apply petroleum jelly.	5a. Apply to eye shields and around eyes. b. Protects skin from staining.

TABLE 1

MAJOR POINTS	EXPLANATION
6. Put eye shields in place.	6a. SAFETY: Protects client's eyes. b. Have client look up; place shield; close eye gently. Repeat.
7. Apply lash tint.	7a. SAFETY: Never use tar-based or aniline-derivative tint. b. Use cotton-tipped applicator sticks moistened with tint. c. Using small amount of tint allows better control d. Apply to upper and lower lashes, applying the whole length of lash. e. SAFETY: Use extreme caution during application. f. Moisten lashes several times using a fresh stick each time. g. Use stain remover if tint gets on skin.
8. Allow tint to develop.	8a. Follow manufacturer's directions.
9. Remove tint.	9a. Remove and discard eye shields. b. Use stain remover, if needed. c. Wash lashes with soapy water and cotton. d. Rinse lashes with clear water and cotton. e. SAFETY: Be gentle. Do not rub hard.
10. Apply lotion or cream around eyes.	10a. Soothes skin.
11. Clean up.	

SUMMARY:

Provides desirable service for clients with light or graying lashes, adding color and improving appearances.

Follow safety measures to protect client's eyes--
- Never use tar-based or aniline-derivative tint
- Use extreme care during application

Follow sanitation measures--
- Protect client's clothes from stains
- Make sure your hands, tools, and equipment are sanitary

EVALUATION: Oral questions

1. Why is it important to completely remove the client's eye makeup before starting to tint the lashes?

   To allow penetration of the tint

2. What types of tints are **never** used in tinting lashes?

   Tar-based or aniline-derivative tints

3. What is the purpose of applying petroleum jelly around the client's eyes?

   To protect the skin from stains

4. How long do you leave the tint on the client's lashes?

   According to the manufacturer's directions

5. What are the six safety measures you should follow in tinting lashes?

   - Place client in reclining position (about 45-degree angle)
   - Have client keep eyes closed
   - Use eye shields
   - Never use tar-based or aniline-derivative tint
   - Use extreme caution during application
   - Be gentle; do not rub hard

ASSIGNMENT: Review pages 348-350, The Prentice Hall Textbook of Cosmetology, covered in this lesson. Read pages 350-351 for next lesson--brow tinting.

TABLE 2. SAMPLE LESSON PLAN: OUTLINE FORMAT

LESSON PLAN

SUBJECT: Makeup

TOPIC: Lash tinting

LEARNING OBJECTIVE: Students will know the procedures for applying lash tint and related safety measures.

PREREQUISITES OF THE LEARNER: Knowledge of various solutions used in lash tinting and when they are used.

TOOLS AND MATERIALS:

A. INSTRUCTOR
1. Drape
2. Dish of soapy water
3. Dish of clear water
4. Cotton
5. Towels
6. Petroleum jelly
7. Eye shields
8. Cotton-tipped applicator sticks
9. Lash tint solution
10. Stain remover

B. STUDENT - none

REFERENCES: The Prentice Hall Textbook of Cosmetology, 2nd ed., Englewood Cliffs, N.J.: Prentice Hall, 1983, pages 348-350.

TABLE 2

Presentation

INTRODUCTION:

Subject - Makeup
Topic - Lash tinting
Learning Objective - Know procedures for applying lash tint and related safety measures.

Motivation:
- Needed or wanted by clients with light or gray lashes
- Can be part of facial or separate service
- Takes little time and materials so is high-profit service

Review of Previous Lesson:
- Types of solutions used
- Never use tar-based or aniline-derivative tint
- Color choice

DEMONSTRATION/LECTURE:

I. Cleanse hands
   A. SANITATION: Wash hands
   B. SANITATION: Sanitize with alcohol

II. Place client in reclining position
   A. About 45-degree angle
   B. SAFETY: Helps prevent solution from getting into eyes

III. Drape client
   A. SANITATION: Protects client's clothing

IV. Remove eye makeup
   A. SAFETY: Have client close eyes
   B. Use soapy water and cotton
   C. Rinse with clear water and cotton
   D. Remove completely to allow penetration of tint

V. Apply petroleum jelly
   A. Apply to eye shields and around the eyes
   B. SAFETY: Protects skin from staining

VI. Put eye shields in place
- A. SAFETY: Protects client's eyes
- B. Have client look up; place eye shield; close eye gently; repeat with other eye

VII. Apply lash tint
- A. SAFETY: Never use tar-based or analine-derivative tint; can cause blindness
- B. Use cotton-tipped applicator sticks moistened with tint
- C. Using small amount of tint allows better control
- D. Apply to upper and lower lashes, applying the whole length
- E. SAFETY: Use extreme caution during application
- F. Moisten lashes several times using a fresh stick each time
- G. Use stain remover if tint gets on skin

VIII. Allow tint to develop
- A. Follow manufacturer's directions

IX. Remove tint
- A. Remove and discard eye shields
- B. Use stain remover, if needed
- C. Wash lashes with soapy water and cotton
- D. Rinse lashes with clear water and cotton
- E. SAFETY: Be gentle; do not rub hard

X. Apply lotion or cream around eyes
- A. Soothes skin

IX. Clean up

SUMMARY:

Provides desirable service for clients with light or graying lashes, adding color and improving appearance

Follow safety measures to protect client's eyes
- Never use tar-based or aniline-derivative tint
- Use extreme caution during application

Follow sanitation measures
- Protect client's clothes from stains
- Make sure your hands, tools, and equipment are sanitary

EVALUATION: Oral questions

1. Why is it important to completely remove the client's eye makeup before starting to tint the lashes?

   To allow penetration of the tint

2. What types of tints are **never** used in tinting lashes?

   Tar-based or aniline-derivative tint

3. What is the purpose of applying petroleum jelly around the client's eyes?

   To protect the skin from stains

4. How long do you leave the tint on the client's lashes?

   According to the manufacturer's directions

5. What are the six safety measures you should follow in tinting lashes?

   - Place client in reclining position (about 45-degree angle)
   - Have client keep eyes closed
   - Use eye shields
   - Never use tar-based or aniline-derivative tint
   - Use extreme caution during application
   - Be gentle; do not rub hard

ASSIGNMENT: Review pages 348-350, The Prentice Hall Textbook of Cosmetology, covered in this lesson. Read pages 350-351 for next lesson--brow tinting.

1. List three reasons for developing lesson plans.

2. Name three reasons references should be included in a lesson plan.

3. Tell four things that a good introduction to a lesson should include.

4. What does the demonstration/lecture section of a lesson plan include?

5. What is the purpose of a summary in a lesson?

6. What is the purpose of the assignment section of a lesson plan?

7. The information at the top of a lesson plan is for the _____.

8. A _____ is a broad area of study. It is made up of a variety of _____.

9. Learning objectives may be _____-oriented or _____-oriented. They may be written in _____ terms or in _____ terms.

10. Things learners must know or be able to do before a lesson begins are called _____.

11. A lesson plan shows the tools and materials needed by the _____ and by the _____.

12. An evaluation must directly address the _____ of the lesson.

13. The _____, _____, and _____ sections of a lesson plan may overlap.

14. What are the standards that a good lesson plan should meet?

A complete set of lesson plans is an invaluable resource for a cosmetology instructor. Start your set now.

Use one of the formats in this unit to write your lesson plans, or use another format if it is approved by your instructor. Organize your lesson plans in a loose-leaf notebook, using a divider to mark each subject area. Place a table of contents at the front of the notebook for easy reference.

Your notebook should include lesson plans on topics in each of these areas:

1. Texas Cosmetology Commission statutes, rules and regulations, and sanitary rulings
2. sanitation and sterilization
3. bacteriology
4. cold waving
5. hair shaping and hair cutting
6. shampooing
7. hair and scalp treatment
8. hair coloring (temporary, semipermanent, permanent—including wigs and hairpieces)
9. hairstyling
10. hair removal
11. facial treatments
12. facial makeup
13. skin disorders and diseases
14. lash and brow tinting
15. arching
16. manicuring
17. chemical hair relaxing
18. eye tabbing
19. wigology

20. iron curling

21. hair blowing

22. hair chemistry

23. professional and personal operator development

24. salon management

7

Oral Presentation and Demonstration

Objectives: *After completing this unit, you will be able to*

1. *explain how a lesson should be presented;*
2. *identify qualities that promote and that interfere with teaching effectiveness; and*
3. *teach a lesson using your own lesson plan.*

Each instructor has a unique style of teaching. But effective instructors also have several characteristics in common. One, they know their subject. Two, they are concerned about their students as human beings. And, three, they can effectively transfer their skills and knowledge to their students. Developing this third characteristic is the focus of this book.

Now, all that you have learned comes to a point of action. You must pull together what you know about cosmetology and about education, and teach. This unit is designed to help you do so, effectively and efficiently.

Preparation

As stated earlier, planning and organization are the keys to effective teaching. Your lesson plan, whether for skills or information, is an essential part of the process. But now that you are preparing to implement this plan, you must also consider several other factors.

1. **Are the environmental conditions appropriate**? These include factors such as lighting, temperature, and noise level.
2. **Is the arrangement of the room appropriate for the teaching strategy being used**? Room arrangement influences (a) the amount of interaction that will occur, (b) whether the focus is on the instructor or on all participants, and (c) how well participants can see the instructor and each other (see fig. 1).
3. **Are the needed tools and materials ready to use**? Are they the right kind? Are there the right number? Are they in good working condition? Use your lesson plan as a checksheet.
4. **Are you ready**? Review your lesson plan so that you know where you're going and how you're going to get there. But don't try to memorize it! Remember, it's a guideline.

Allow approximately 15 to 20 minutes before each lesson to make these preparations.

Presentation

The lesson plan. As noted earlier, your lesson plan provides a guideline, a roadmap for learning. It provides the sequence for your lesson, including introduction, specific steps or procedures, summary, evaluation, and assignment.

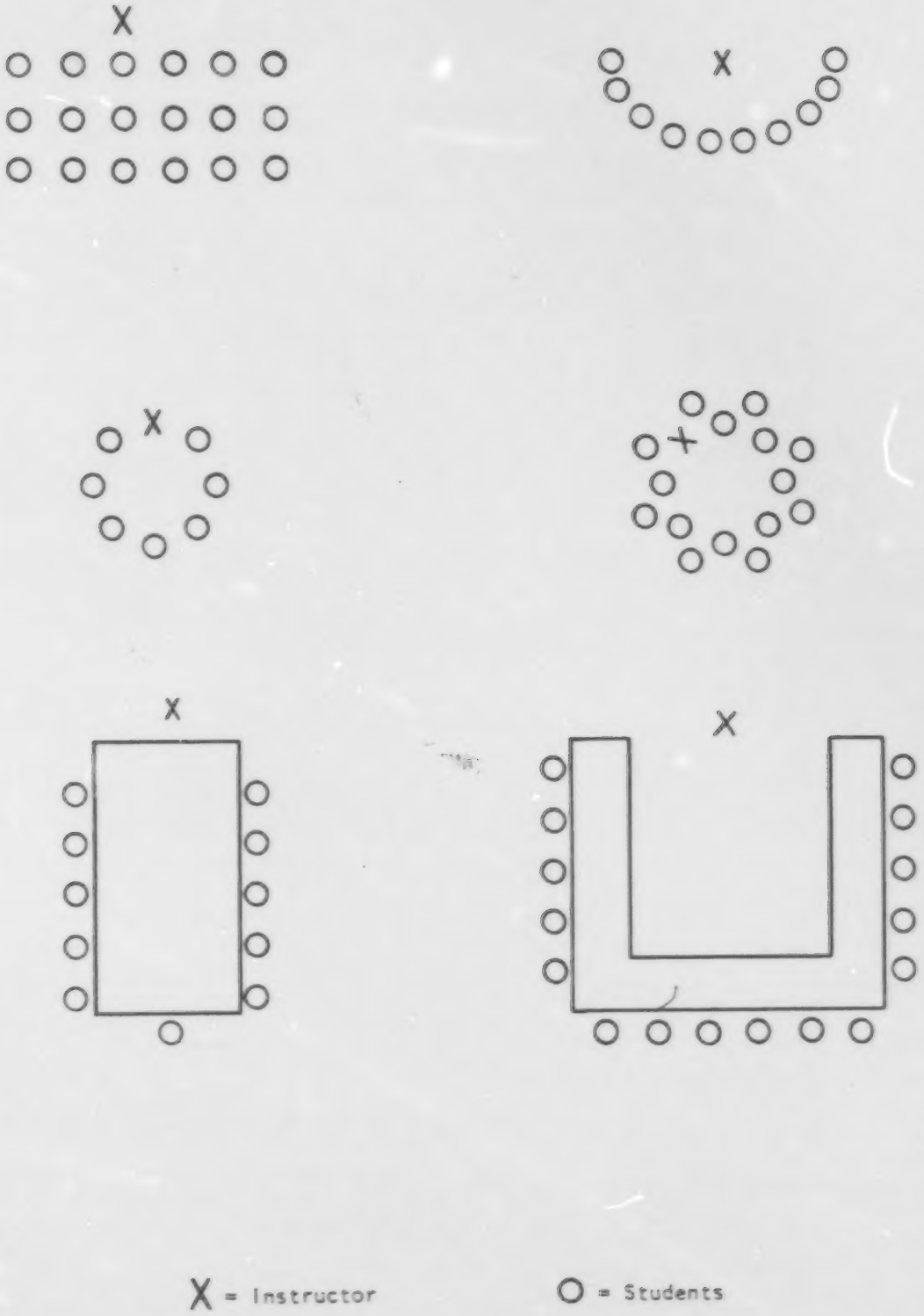


Figure 1. Sample room arrangments. Choose the one that best fits your teaching strategy.

Referring to this plan helps keep your lesson on track and moving toward its objectives. But it is only to be referred to, not read. A lesson plan is cold and dull. It requires your style and personality to bring it alive and make its content meaningful to your students.

Communication. Effective communication and effective teaching go hand-in-hand. The subject of communication has been dealt with in detail in Unit 4 of this book and in a separate book in this series, Communication Skills: A Guide for Cosmetology. These materials emphasize the importance of the pitch, volume, resonance, diction, and inflection of your voice. They tell about the problems of oral distractors such as monotone, nasal twang, slurring, slang, and verbal crutches. The materials explain the importance of classroom atmosphere, verbal feedback, and body language. And they tell about communication breakdowns and how to avoid them. Refer to this information now to help ensure that communication in your presentation is indeed effective.

The lesson. In presenting your lesson, remember the fundamental principle of learning—**tell your students where they're going, show them how to get there,** and then **tell them where they've been.** As you'll notice, this principle follows the first three parts of your lesson plan—introduction, demonstration/lecture, and summary. This principle, along with the following guidelines, will help make your lesson a positive learning experience for your students. Apply them to any teaching strategy that you use, not just lecture and demonstration (see fig. 2).

1. **Do not read your lesson plan.** But follow it closely enough to stay on track and to avoid leaving out important information.
2. **Watch your time and pace yourself** accordingly.
3. **Use teaching aids** that enhance learning, and use them effectively.
4. **Position yourself and your teaching aids** so that all students can see and hear.
5. **Use an introduction that motivates** your students and prepares them for learning.
6. **Tell the specific tools and materials** needed to perform a task, if any.
7. **In skills lessons, demonstrate each step** slowly and carefully, explaining the **"how"** and the **"why"** as you go. Repeat, if necessary.
8. **Present skills and information as clearly and simply** as possible.
9. **Emphasize, clarify, and reinforce key points.**
10. **Tell how specific points relate** to each other and to the topic of the lesson.
11. **Tell how the material relates** to what the students have learned and will learn.
12. **Tell how the material applies** in the "real" world.
13. **Encourage students to think and ask questions.**
14. **Use examples and illustrations** freely to add interest and to help students apply what they learn. Use your own experiences and those of your students as sources.
15. **Use occupational terms,** such as shampoo instead of soap.
16. **Demonstrate and discuss safety and sanitation** procedures as appropriate during the lesson.
17. **Pay attention to student feedback** (body language, comments, questions, answers to your questions) to see if students are listening and understanding. Adjust your teaching as needed.
18. **Summarize and review key points** both throughout the lesson and at its end.
19. **Evaluate student learning** using appropriate tools. Use the findings to improve your teaching.
20. **Make an assignment that builds on and reinforces** the lesson and that prepares students for future learning.
21. **Use motivating attitudes and behavior** throughout the lesson.

Be enthusiastic about your subject, your students, and your job. Chances are your students will be enthusiastic, too. **Be confident.** You're a professional cosmetologist and a professional educator. Your employers will hire you because they believe in you and in your talents and abilities. You should believe in them, too. **Be relaxed.** Nervousness and tension interfere with

communication and, as a result, with learning. **Be concerned.** Care about your students as human beings. And care about their learning. They'll appreciate your concern and be more motivated to do their best. **Be attentive.** Use your eyes to make contact with each student and with the class as a whole. You'll get and keep their interest and attention. And you'll be able to read their body language as it "speaks" to you. And, above all, **be yourself.** Be your very best self.

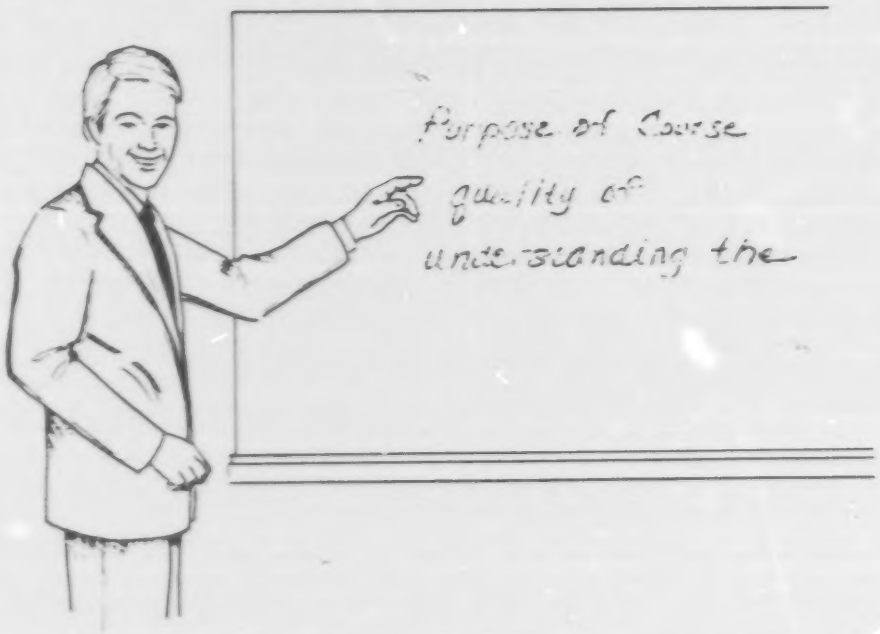


Figure 2. Tell your students where they're going, show them how to get there, and then tell them where they've been.

1. What three characteristics do effective teachers have in common?

2. What four factors should you consider when preparing to give a lesson?

3. State the fundamental principle of learning noted in this unit.

4. Explain how the steps of a skill lesson should be presented.

5. Tell two goals of an assignment after a lesson.

6. Key points should be _____, _____, and _____ during a lesson.
7. Teaching aids must _____ learning and be used _____.
8. Instructors should position themselves and their teaching aids so that all students can _____ and _____.
9. An introduction should _____ students and _____ them for learning.
10. Students should be encouraged to _____ and to _____.

11. _____ should be used by an instructor to tell if students are listening and understanding a lesson.

12. Instructors should tell students how the material they are learning applies in the _____ world.

13. Students should know how specific points in a lesson relate to _____ and to _____.

Use a "T" to indicate if the following statements are true and an "F" to indicate if they are false.

14. ___ Skills and information should be presented simply and clearly.

15. ___ Instructors should pace themselves according to how much time is left in the class period.

16. ___ Instructors should avoid using occupational terms if they are difficult.

17. ___ This unit recommends five to ten minutes preparation time before each lesson.

18. ___ A lesson is most effective when the instructor reads from a lesson plan.

19. ___ Effective communication is necessary to effective teaching.

20. ___ An instructor's personality is necessary to make a lesson plan meaningful to students.

21. ___ Safety and sanitation procedures should be demonstrated and discussed as they are appropriate during a lesson.

22. ___ Key points should be reviewed only at the end of a lesson.

23. ___ Instructors should tell students specifically what tools and materials are needed to perform a task.

24. ___ Examples and illustrations confuse students and so should be used sparingly.

25. ___ Results of student evaluations should be used to improve teaching.

26. ___ An instructor should tell students how the material relates to what they have learned and what they will learn.

27. ___ The guidelines in this unit apply only to the lecture and demonstration teaching strategies.

28. ___ An instructor's attitude and behavior should be motivating throughout a lesson.

Rearrange the letters below to form words that explain how you should behave during a lesson. The first letter of each word is circled.

1. TDOFECINN	1. C _ _ _ _ _ _ _ _
2. FSYRELUO	2. Y _ _ _ _ _ _ _
3. NTTIEEVAT	3. A _ _ _ _ _ _ _ _
4. TNUSEAISHICT	4. E _ _ _ _ _ _ _ _ _ _ _
5. CDEOCRENN	5. C _ _ _ _ _ _ _ _
6. ELDXEAR	6. R _ _ _ _ _ _

Think about individual teachers, trainers, and instructors you have had during your educational career. Which ones did you, or do you now, consider as having been effective teachers? Choose three and make a list of qualities that you think made them effective. These qualities can relate to their appearance, their behavior, or their attitude.

Then think about those individuals who were not effective teachers. Choose three and make a second list of the qualities that you think prevented them from being effective.

Study your lists and think about how you might use this information to improve your own teaching effectiveness.

Promote Teaching Effectiveness	Interfere With Teaching Effectiveness

Choose one of the lesson plans that you developed in Learning Activity II of Unit 6. Teach this lesson to a small group of student instructors or student operators.

Use the guidelines in this unit to prepare for and to present this lesson. Use these same guidelines after you present your lesson to evaluate your own performance.

Discuss your questions and concerns with other student instructors and with your instructor.

8
Evaluation

Objectives: *After completing this unit, you will be able to —*

1. *tell four reasons for evaluation;*
2. *explain five criteria for effective evaluation;*
3. *list eleven steps in developing an effective evaluation tool;*
4. *write examples of eight types of evaluation items;*
5. *tell how to ensure proper conditions and atmosphere for evaluation; and*
6. *explain how grades are determined.*

Many instructors are uncomfortable in their role as evaluators because it seems to demand that they make judgments of other people. In fact, it calls not for judgments of people, but for judgments of what those people have learned. Evaluation gives valuable feedback to both the instructor and the student. It provides a measure of student learning. It estimates the effectiveness of teaching, allowing instructors to plan future lessons. It motivates and directs students' learning. And it allows instructors to assign students' grades.

Proper evaluation is an effective and valuable tool. The information in this unit will help you make your evaluations a positive factor in the education of your students.

Effective Evaluation

Effective evaluation meets several criteria. It matches the curriculum that is taught. It is valid. It is reliable. It matches the time that is available. And it is easy to use.

Curriculum. A good evaluation tool accurately samples the curriculum provided. It does this in three ways.

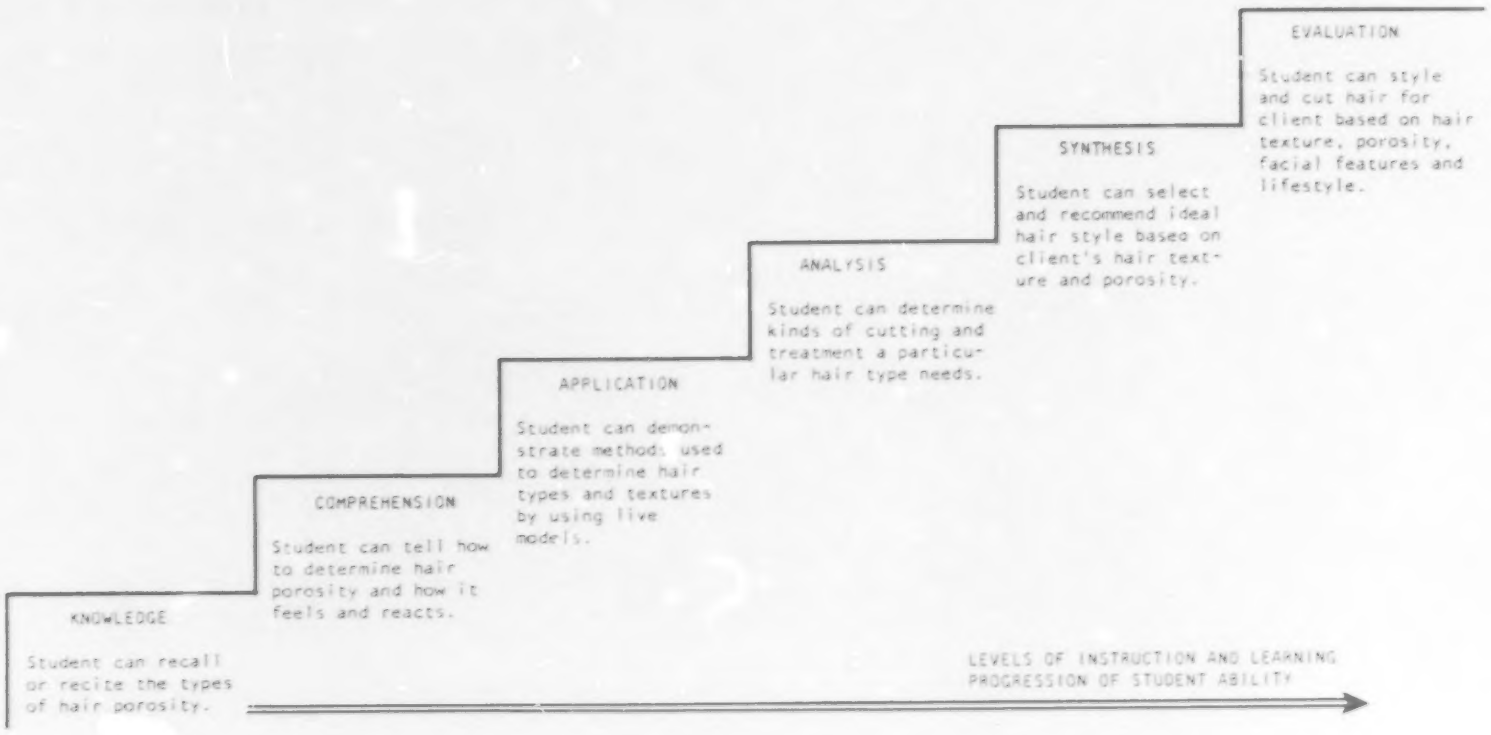
1. It includes only the topics or areas that are actually taught.
2. It requires students to use their skills and knowledge in the same manner that is required during instruction (see fig. 1).
3. It emphasizes skills and knowledge in the same proportion as they were emphasized during instruction.

Validity. A good evaluation tool measures what it is supposed to measure. For example, an examination that is written at too high of a reading level may measure students' reading ability rather than their knowledge of cosmetology.

Reliability. A good evaluation tool must measure performance accurately and consistently. It must provide the same results even if given by different instructors or at different times. This requires clear and specific questions, directions, and criteria for grading.

Time. A good evaluation tool matches the time available to the instructor to prepare and score it. Essay questions take less time to prepare but are difficult and time consuming to grade. On the other hand, multiple choice items require much preparation time but are easy to score. This issue is particularly important with large classes.

INSTRUCTIONAL OBJECTIVE: Students will be able to determine various types of hair porosity and how this knowledge is used in styling and cutting hair for the client.


KNOWLEDGE
Student can recall or recite the types of hair porosity.
COMPREHENSION
Student can tell how to determine hair porosity and how it feels and reacts.
APPLICATION
Student can demonstrate methods used to determine hair types and textures by using live models.
ANALYSIS
Student can determine kinds of cutting and treatment a particular hair type needs.
SYNTHESIS
Student can select and recommend ideal hair style based on client's hair texture and porosity.
EVALUATION
Student can style and cut hair for client based on hair texture, porosity, facial features and lifestyle.
LEVELS OF INSTRUCTION AND LEARNING
PROGRESSION OF STUDENT ABILITY

KNOWLEDGE: simply recalling material

COMPREHENSION: restating or reorganizing material to show understanding

APPLICATION: problem-solving or applying ideas in new situations

ANALYSIS: separating ideas into smaller parts for examination

SYNTHESIS: combining ideas into a product or statement new to the learner

EVALUATION: judging based on own criteria or established standards

Figure 1. Bloom's six levels of learning.

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A good evaluation tool also matches the time available to the student to respond to it. Generally, in one minute students can answer approximately one recall or short answer item, 1 1/2 multiple choice items, 3 true-false items, or 4 matching items. Essay questions usually take one or more minutes to answer depending on how complex they are.

Use. A good evaluation tool is easy to use. Its directions are clear and complete so that everyone knows exactly what is expected. Sample items are helpful in achieving this.

Tools for Evaluation

Multiple-choice. Multiple-choice items are perhaps the most popular tool for evaluating student learning. They are versatile and can be used to evaluate all levels of learning. However, they can be difficult and time consuming to develop properly (see fig. 2).

Use the following guidelines when writing multiple-choice items.

1. Include only one problem per item.
2. Word items clearly and simply.
3. Use an incomplete sentence or a question as the stem. (A question is preferred.)
4. Offer at least four, but not more than six, options.
5. List options down the page, one to a line.
6. Include only one correct option.
7. Avoid options that are obviously wrong.
8. Keep the options for one item approximately the same length.
9. Make the options grammatically consistent with the stem.
10. Avoid repeating words in each option by including them in the stem.
11. Avoid using negatives. If you must, underline the negative word.
12. Avoid general terms such as "several," "seldom," and "often." Use specific terms instead such as "one out of 2," "once a week," and "half the time."
13. Avoid using options such as "all of the above," "none of the above," and "A and B."

Matching. Matching exercises are generally easy to write and score. If properly written, they require relatively little time to answer. Matching is especially suited to who, what, when, and where questions. But they are generally not appropriate for higher levels of learning (see fig. 3).

Follow these guidelines to write matching exercises.

1. Place the entire matching set on one page, including all stems and all options.
2. List all the stems in one column on the left side of the page and all the options in one column on the right side of the page.
3. Number each stem. Use letters for each option.
4. Use only one type of subject matter in a set.
5. Use the more involved and longer statements for the stems. Keep the options short and simple.
6. Use no more than five to seven stems. Use no more than ten options.
7. Use only one correct option for any one stem.
8. Provide more options than stems.
9. Use options that can be matched to one stem, more than one stem, or not at all. Note these possibilities in your directions.
10. Arrange the option column in some logical order, such as alphabetically, numerically, or chronologically.

True-false. True-false items are easy to write and score. They can be answered relatively quickly. Therefore, more information can be covered on a test and a broader content area can be covered. However, true-false items have several limitations. Students generally see them as tricky. A student has a fifty-fifty chance of answering correctly just by guessing. True-false questions tend to be either very easy or very difficult. They are usually appropriate for evaluating only knowledge of facts, not higher levels of learning (see fig. 4).

Use these guidelines when writing true-false items.

1. Make sure each statement is unquestionably true or false.
2. Do not make one part of a statement true and another part false.
3. Include only one idea or thought per item.

Directions: Each of the following statements or questions is followed by several possible answers. Only one of these answers is correct. Read each carefully and choose the correct answer. Place the letter of your answer on the line preceding the statement or question.

_____ 1. What is the technical term for the hair that grows on a person's scalp?

A. barba
B. cilia
C. supercilia
D. capilli

STEM

OPTIONS

Figure 2. Sample: Multiple-choice item.

Directions: Match the types of diseases on the right with the phrases on the left that best describe them. Place the letters of your choice on the lines preceding the appropriate descriptions. A letter might be used once, twice, or not at all.

____ 1. produced by disease-producing bacteria	A. acute
____ 2. present in an infant at birth	B. chronic
____ 3. of long duration, usually mild but recurring	C. congenital
____ 4. symptons are violent and of short duration	D. malignant
____ 5. organism lives in or on another organism	E. parasitic
	F. pathogenic
STEMS	OPTIONS

Figure 3. Sample: Matching exercise.

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Directions: Some of the following statements are true and some are false. Read each carefully. Place a "T" in the spaces preceding the statements that are true. Place an "F" in the spaces preceding those that are false.

_____ 1. The pH level of a liquid refers to its degree of acidity or alkalinity.

Figure 4. Sample: True-false item.

FILL-IN-THE-BLANK

Directions: Complete each of the following statements by writing the missing word or words in the blank space provided.

1. The _____ is the outside horny layer of a hair.

BRIEF ANSWER

Directions: Answer each of the following questions using complete sentences.

1. List the 7 facial types.

Figure 5. Sample: Short-answer items.

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4. Make approximately half the items true and the other half false.
5. Use a relatively large number of items, especially when only true-false items are being used.
6. Use simple and clearly written statements.
7. Avoid using direct quotes from the textbook.
8. Avoid using a pattern in the position of true and false answers.
9. Do not overuse negatives. Underline them when you do use them.
10. Never use double negatives.
11. Avoid using general terms such as "several," "seldom," and "frequently." Instead, use specific terms such as "6," "one out of four times," and "every."
12. Use terms such as "never" and "always" carefully. They tend to make the answer obvious.

Short-answer. Short-answer items include fill-in-the-blank or sentence completion items. They also include questions requiring very brief answers. In both cases, students are required to recall answers, thus, short answer items reduce the problem of successful guessing (see fig. 5). (In multiple choice, matching, and true-false items, students are required to only recognize correct answers.)

Short-answer items are easy to prepare, but are more difficult to grade since more than one answer may be correct. They test factual knowledge, but their use is limited for evaluating higher levels of learning.

Follow these guidelines to write fill-in-the-blank items.

1. Use simple, clearly written statements.
2. Use original statements similar to those used in class or in the textbook.
3. Word the statement to encourage a specific answer.
4. Omit only key words.
5. Omit no more than three words or short phrases in a single statement. One is preferable.

Use these guidelines to write questions requiring brief answers.

1. Use simple, specific, and clearly written questions.
2. State the specific number of items required when asking for a list.
3. Note whether you want specific wording or if similar wording is acceptable.
4. State if you expect complete sentences or if words and phrases are acceptable.
5. Leave room under the question for the student's answer. This indicates how long an answer you expect.

Essay. Essay items require students to recall, organize, and write lengthy answers. They have several advantages. Essay questions require relatively little time to prepare. They allow students to demonstrate the breadth and depth of their learning. They provide students a chance to express original, creative, and divergent thinking. And they are useful in evaluating higher levels of learning, such as analysis, synthesis, and evaluation (see fig. 6).

However, essay items have limitations. They require more time to answer and, therefore, limit the number of questions that can be asked. They also require an ability to express ideas in writing, as well as good penmanship and neatness. These factors can interfere with attempts to evaluate students' competency in cosmetology. Essay items are difficult and time consuming to score. And they are subject to bias and unreliable grading. Different instructors may score the same answer differently, and even the same instructor may score it differently on different days.

Follow these guidelines when writing and using essay items.

1. Use clear, simple statements and questions.
2. Indicate specifically the kind of information that should be included.
3. Provide guidelines for the amount of time to spend on each question and the length of each answer.
4. Specify the amount of detail and format you want.
5. Tell students to plan ahead by outlining their answers and using their time appropriately.

Use these guidelines when scoring essay items.

1. Prepare a scoring key that includes

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points that a good answer should include.
2. Before grading, read through several answers to the question to get an idea of the norm.
3. Grade each item anonymously. (Have students put their names on the back of the last page of their answers.)
4. Grade the same question on every paper at the same time before progressing to the next question.
5. After grading one question, shuffle the papers. This prevents one paper from always being graded first or last.
6. Make comments on the papers, indicating strengths as well as suggestions for improvement.

Performance-based. Some areas of cosmetology instruction cannot be evaluated using the tools just discussed. These areas include procedures and products related to the student's particular program. Another area is attitude and behavior, such as appearance, dependability, attendance, punctuality, and professionalism. Performance-based evaluation is appropriate in such cases (see fig. 7).

1. **Procedures and products.** Procedures are actual skills and techniques needed to perform a task. Products are the end results of applying these procedures. Evaluation of iron curling, shampooing, permanent waving, lesson planning, and classroom presentations are examples in this area.

Use these guidelines in procedures and products performance-based evaluations.

1. Make a detailed analysis of the specific procedures and/or products to be evaluated.
2. Determine specific criteria for evaluating each item in #1.
3. Use a scale for rating the student on each item. In most cases a 5-point scale is appropriate, with 5 being the highest and 1 being the lowest score possible.
4. Ensure that your ratings are accurate, fair, and consistent.

2. **Attitudes and behaviors.** The evaluation of students' attitudes and behaviors is perhaps the most difficult of all. In most cases, these evaluations are almost completely subjective. But they can valuable in the evaluation process if predetermined procedures are followed.

Use these guidelines in attitude and behavior performance-based evaluations.

1. Make a detailed analysis of the attitudes and behaviors that are appropriate for a cosmetology student and for that student's future role in cosmetology.
2. Determine specific criteria for evaluating each item in #1.
3. Use a scale for rating the student on each item. In most cases a 5-point scale is appropriate, with 5 being the highest and 1 being the lowest score possible.
4. Ensure that your ratings are accurate, fair, and consistent.

Developing Evaluation Tools[1]

To be of any value in diagnosing student progress, an evaluation tool must distinguish students who have achieved the learning objectives from those who have not. Developing such a tool takes much time, effort, and planning.

The following steps will help you develop effective evaluation tools for your classroom.

1. Define the content to be evaluated.
2. Prepare specific learning objectives. Include how students will show they have achieved these objectives.
3. Decide on realistic expectations for the students. Include the level of difficulty, the level of performance required for mastery, and the student reading level, where appropriate.
4. Choose the type or types of items most appropriate for evaluating your objectives, such as multiple choice, essay, performance, etc.
5. Write the specific evaluation items clearly and precisely.
6. Prepare an answer key or rating scale, as appropriate.

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[1]Gabbert, Larry C. Basic Guidelines for Improving Classroom Tests. Bensenville, IL: Scholastic Testing Service, Inc., 1977, pp. 1-2.

Directions: Read each of the following questions carefully. Answer each in complete sentences. Spend approximately ten minutes planning and writing your answer to each question.

1. Assume that you are an instructor in a cosmetology program and are currently teaching an operator course. You overhear a client, Ms. Roberts, complaining loudly to one of your students that the student is a fool and has given her the worst haircut she has ever had. The student's name is Lee Thomas. Describe how you would handle this situation.

Figure 6. Sample: Essay item.

RATING SCALE

Area of Evaluation: Basic Shampoo

Content/Objectives	Low 1	2	3	4	High 5
1. Preparation					
2. Wetting hair					
3. Applying shampoo					
4. Manipulations					
5. Rinsing hair					
6. Reapplying shampoo					
7. Rinsing hair					
8. Towel drying					
9. Completion					
10. Cleanup					
11. Sanitation					
12. Steps in proper order					

Comments: _____

_____

_____

Note: One way to convert this scale to a grade is to average all the points earned and assign a grade to each point value.

A=5 B=4 C=3 D=2 F=1

Figure 7. Sample: Performance-based scale.

7. Assemble the items into a set.
8. Identify possible weaknesses, either through a trial run or through review by other instructors.
9. Conduct the evaluation.
10. Score, grade, and interpret the results.
11. Review the evaluation tool for ways to improve it for future use.

Conducting the Evaluation

Even the best evaluation tool will not accurately measure student learning if it is poorly administered or conducted. As an instructor, you must provide the conditions and atmosphere that enable your students to do their very best. Otherwise your attempts to measure their learning will be a waste of time.

You can take several steps to help ensure proper conditions and atmosphere for effective evaluation. One, have all necessary evaluation materials ready. This might include paper, pencils, scratch paper, blank tests, tools and equipment, supplies, directions for evaluation, or other materials.

Two, make sure the surroundings are appropriate. Provide proper lighting and work space, adjust the room temperature as well. Make sure distractions are limited or are eliminated completely.

Three, give the students a good start by being business-like, but friendly, thereby putting them at ease.

Four, carefully explain the purpose of the evaluation and the procedures that will be followed. Make sure the directions are clear, complete, and understood by all of the students before you begin. If the test is timed, keep the students informed of the amount of time they have left.

Five, score and grade the evaluations (or allow students to score their own or other students' evaluations) so that students can be informed promptly of their results. Provide time soon after the evaluation for review with students and answer any questions they may have. These procedures provide feedback to the students when it is the most helpful, as soon after the evaluation as possible.

Grade Determination

Usually instructors grade student performances several times during a class or program, and again at its end. Some schools and colleges provide guidelines to help instructors determine these grades.

Grades may be indicated in several different ways. They may be:

1. letters of the alphabet
   A = Excellent
   B = Above average
   C = Average
   D = Below average
   F = Failure
2. numbers
   360 - 400 = Excellent
   320 - 359 = Good
   280 - 319 = Average
   240 - 279 = Poor
   239 or less = Failure
3. pluses and minuses
   + = Good or passing
   - = Poor or failure
4. percentages
   90% - 100% = Excellent
   80% - 89% = Good
   70% - 79% = Fair
   60% - 69% = Poor
   Less than 60% = In need of improvement
5. any combination of the above

Grades may be norm-referenced or criterion-referenced. Norm-referenced means students compete against each other. They are evaluated and graded according to how their performances compare with other students. Criterion-referenced means students compete against the learning objectives. They are evaluated and graded according to how their performances compare to predetermined criteria or scores. In cosmetology, grades are usually based on criterion-referencing.

Final grades are based on a combination of scores and grades that have been earned and assigned throughout the class or program. These are weighted according to their relative importance. For example, final grades in an instructor program might be determined as follows:

20% - Professionalism
20% - Lesson plans
5% - Notebook
30% - Class presentations
15% - Final "grade-out"
10% - Assistance in mock TCC examination
100%

Final grades should be based on a number of evaluations using a variety of evaluation tools. Grades determined in this way are more accurate indicators of student learning.

To Think About

Evaluation should be an ongoing and integral part of the educational process. Because of its effects on your students now and in the future, it should be carried out with proper care and concern. Remember, evaluation is not a form of punishment. It is a means of promoting growth and learning.

Take care to ensure that evaluation in your classroom meets these goals.

1. What are four purposes of evaluation?

2. List three ways that a good evaluation tool matches the curriculum.

3. What does a valid evaluation tool do?

4. What does a reliable evaluation tool do?

5. In what two ways does a good evaluation tool match the time available?

6. What helps make an evaluation tool easy to use?

7. Name six types of evaluation tools.

8. What five steps can an instructor take to help ensure proper conditions and atmosphere for evaluation?

9. List five ways that grades can be indicated.

10. Explain the meaning of the terms **norm-referenced** and **criterion-referenced.**

11. How can an instructor help ensure that final grades are accurate indicators of student learning?

12. What four things are evaluated with performance-based evaluation tools?

Developing an effective evaluation tool takes time, effort, and planning. Outline the eleven steps in developing such a tool.

Using the guidelines in this unit, write an example of each of the following types of evaluation tools:

1. multiple choice
2. matching
3. true-false
4. short-answer
   a. fill-in-the-blank
   b. brief answer
5. essay
6. performance-based
   a. procedures and/or products
   b. attitudes and/or behaviors

9

Basic Lab and Clinic Operations

Objectives: *After completing this unit, you will be able to —*

1. *describe the qualities of a professional appearance and attitudes;*
2. *tell how lab clients should be received;*
3. *explain how client appointments should be made;*
4. *describe how a lab telephone should be answered;*
5. *give the three primary concerns of individuals who collect payments from clients;*
6. *explain the purposes of client release forms and client service records; and*
7. *describe how students should handle client complaints.*

Laboratories and clinics in cosmetology schools and programs are designed as model salons. Their main purposes are to provide real-life training and experience in two basic areas. One of these areas is providing services to actual clients. The other is operating a salon. This unit focuses on the second area—basic lab/clinic operations.

These laboratories are designed to be an integral part of the training program. The information in this unit will help you make the students' experiences in the lab valuable to them and to their future clients and employers.

Personal Appearance and Attitudes

Professionalism is the key to success in cosmetology. Personal appearance and attitudes are two areas in which this quality shows. Therefore, these two factors are important considerations in cosmetology lab settings.

Appearance. A professional appearance is essential in creating and maintaining a good impression.

1. **Clothing.** Students and instructors are required by the TCC to wear uniforms. Individuals have a responsibility to make sure their uniforms are appropriate. A program usually has a formal dress code or informal, but established, expectations. In all cases, instructors should set a good example for their students to follow.

2. **Grooming.** Good grooming is important in any profession, but especially in cosmetology. After all, good grooming and making the most of one's looks is the purpose of cosmetology. Individuals in the field should set a good example and inspire others to look their best.

Each individual's body, hair, teeth, and nails should be spotlessly clean every day. Hair should be attractively cut and styled. Nails should be carefully manicured, and makeup, where appropriate, should be carefully applied. Clothes and shoes should be clean and well-kept.

Positive Attitudes and Qualities for Cosmetology

- Accuracy
- Cheerfulness
- Congeniality
- Cooperativeness
- Consideration
- Dependability
- Enthusiasm
- Friendliness
- Honesty
- Initiative
- Interest
- Pleasantness
- Punctuality
- Sensitivity
- Sincerity
- Tact

Figure 1.

3. **Posture.** Posture is the way a person holds his or her body when sitting, standing, and walking. Good posture is essential to a professional appearance. Clothes look and fit better when the head is up, the shoulders back, the back straight, and the stomach in. Good posture affects attitudes. The body works better and, as a result, one feels better and one's attitudes improve. Bad posture can make a person appear tired, lazy, and disinterested. Good posture can make that same person appear energetic, alert, and interested—more self-confident and more likely to do a good job.

Attitudes. A professional attitude is essential in cosmetology and, thus, in a school lab. Few factors influence one's success in the work world as much as one's attitude. It affects how people act and how they feel about themselves, their jobs, and other people. And attitude affects how others feel toward and react to the individual. Figure 1 provides a list of positive attitudes and qualities desirable in a cosmetology setting.

The Receptionist

Operators and specialists are obviously important to a salon. But students often fail to realize that the receptionist is also crucial to a salon's operation. Receptionists have a tremendous influence on the efficiency with which a lab or salon operates. They also greatly affect a lab or salon's image in the eyes of clients and potential clients. For these reasons, many schools and programs require students to serve as lab receptionists during their training.

The responsibilities of student receptionists vary from school to school, just as the responsibilities of salon receptionists vary. However, in general, responsibilities of student receptionists include receiving clients, making appointments, answering the telephone, and receiving payments. (These jobs may be done by other individuals in some schools and programs.)

Receiving clients. The procedures for receiving clients may vary, but all have similar goals. They strive to make clients feel welcome and to make them feel the lab is ready, willing, and able to take care of all of their beauty needs.

Generally, receiving clients begins with a welcoming statement such as, "Good morning. May I help you?" Whatever the greeting, it should make clients glad they came. Make sure it's friendly, confident, and polite. Speak clearly, distinctly, and loud enough to be easily understood. This greeting ought to provide a positive and professional image of the speaker and the lab as a whole.

Responsibilities of the individual receiving a client may also include:

- verifying the client's appointment in the appointment book and daily ledger;
- asking the client to be seated;
- completing a service slip to tell the student operator the services to be provided;
- notifying the student operator that the client has arrived;
- telling the client when the student operator will be ready, if not immediately;
- asking another student operator who is free to shampoo the client's hair if the original operator is running late; and
- notifying the original student operator if another student is helping by shampooing, combing out, or performing other services for the client.

The individual lab has set policies for dealing with clients who arrive without appointments (walk-ins) and with clients who arrive late for their appointments.

Making appointments. In cosmetology, time is money. Therefore, proper scheduling of client appointments is crucial. The one who books these appointments has two main concerns. One is to schedule the appointments wisely. The other is to keep complete and accurate records of those appointments.

1. **Scheduling.** To schedule appointments wisely, one must be familiar with the types of services and products available at the lab and the prices charged for them. One should also know how much time to allow for each service and schedule appointments accordingly. The individual should schedule appointments in a manner that is fair to all of the student operators and that permits the lab to function smoothly and efficiently.

2. **Recordkeeping.** Appointment books or sheets are used to keep track of all scheduled appointments and of operator

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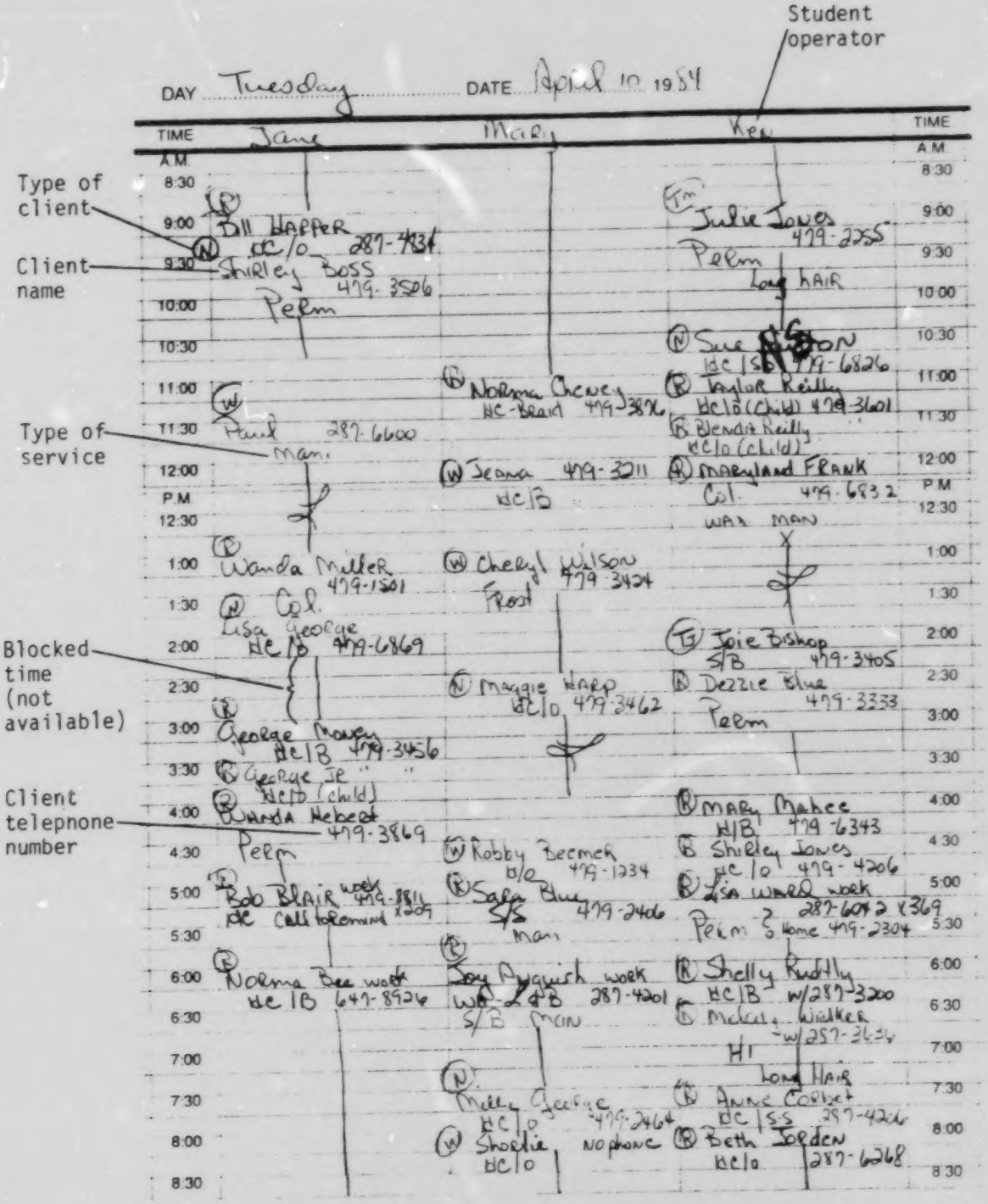

Figure 2. Sample: Appointment sheet.

time still available (see fig. 2). Individuals scheduling appointments must use these books according to the procedures of the lab. And they must make sure that the information on them is accurate, complete, and easily read.

The format of and the information written on an appointment sheet varies from lab to lab. But all sheets are arranged so they indicate the time and date of the appointment and the name of the student performing the service. For each appointment, they include the client's name, the service requested, and the telephone number where the client can be reached. Some sheets include additional information such as instructor's names, types of clients, and if a student operator was specifically requested by the client. Because space is limited, some information is written in code (see fig. 3).

3. **Booking appointments.** Client appointments may be made by telephone or in person, in advance or on-the-spot. But in all cases, the person scheduling the appointment should follow these guidelines.

1. Attempt to schedule an appointment to the client's wishes.
2. Ask when the client would like the appointment to be (time and date).
3. If the requested time, date, or student is not available, suggest an alternate.
4. If the client is not really pleased with the alternate appointment, offer to call if the requested time, date, or student becomes available.
5. Verify the client's name and telephone number, and the date and time of the appointment.
6. Be friendly, polite, and confident.
7. Speak clearly, distinctly, and loudly enough to be heard easily.
8. Note all required information on the appointment sheet, neatly and in pencil.
9. Indicate time that is unavailable by drawing a vertical line or arrow through that time.
10. If an appointment is cancelled, erase the information from the sheet and offer the client an alternate time and date.
11. Indicate no-shows according to lab policy.

Answering the telephone. Telephones are an essential link between cosmetology operators and their clients. Telephones are used to recruit new clients and to renew contact with former or infrequent clients. They are used to deal with client complaints, to order equipment and supplies, and to remind clients of their appointments. Students in lab settings use the telephone for other salon requirements. These include making and changing appointments, answering questions from clients and potential clients, and taking messages. Because of the importance of the telephone, proper telephone usage is essential.

The following guidelines will help students develop good telephone habits:

1. **Answer promptly.** Answering the lab telephone promptly is important in making a good impression and ensuring that calls are not missed. Whenever possible, a call should be answered by the second or third ring. If callers are kept waiting, they may doubt the efficiency and capability of the lab. Or they may hang up before the telephone is answered.

2. **The greeting.** Different labs have different policies on how students are to greet callers when answering the telephone. The main goals of the greeting are to put the caller at ease and to let them know the lab is ready to help them. The greeting is chosen with these goals in mind. Usually it includes the name of the lab, and often, the name of the person answering the call. One example is, "Anderson School of Beauty. This is Carolyn. May I help you?" Another example is, "Good Morning. Anderson School of Beauty."

3. **Speaking.** The student's tone of voice should make the caller feel that the answerer is glad they called. The answerer's voice should be friendly and confident, clear, distinct, and loud enough to be easily understood.

4. **Pencil and paper.** Pencil and paper should be at hand when answering the telephone. It is difficult to remember names and other important details of a conversation, especially when work is busy. The student who answers the phone may appear inefficient and uninterested if the caller must be asked to repeat what has been said or if the student "remembers" incorrectly.

5. **Key items.** When answering the telephone, get in the habit of writing down key items as the caller speaks. Note the caller's name, the reason for the call, and who the caller wants to speak with, if

Sample Appointment Codes

Types of Service		Types of Clients	
C	= Color	R	= Request
HC	= Haircut and finished style	T	= Transit
HC/B	= Haircut and blowdry	W	= Walk-in
HC/O	= Haircut only	N	= New (called in)
Hi	= Highlight	NS	= No-show
L&B	= Lash and brow tint		
Man	= Manicure		
PW	= Permanent Wave		
S/B	= Shampoo and blowdry		
S/S	= Shampoo and set		
TTop	= Perm on top only		
Wa	= Wax		

Figure 3. Sample: Codes for appointment sheet.

DAILY LEDGER SHEET

STUDENT'S NAME: John Doe

DATE: October 10, 1985 TOTAL DAILY SALES: $ 56.50

CLIENT NAME	TICKET NO.	SERVICE	TOTAL	PAID	OPERATOR
1. Carter, B	63215	S/S	2.00	Ck	Ben
2. Lewis, C	63216	L&B	1.00	Cash	Ben
3. Brown, C	63217	PW	10.50	Cash	Teresa
4. Gale, B	63218	PW	10.50	Ck	Tony
5. Wilson, K.	63219	VT (S/S)	5.00	Ck	Teresa
6. Terry, T	63220	S/S (L)	4.00	Cash	Bonnie
7. Parish, P.	63221	Man(O)	2.00	Cash	Tony
8. Williams, C	63222	Man(O)	2.00	Cash	Tony
9. Luder, D.	63223	PW	10.50	Ck	Lucy
10. Kerr, H.	63224	VT(S/S)	5.00	Cash	Ben
11. Williams, J	63225	HC	3.00	Cash	Lucy
12. Brock, W	63226	Man(P)	1.00	Cash	Lucy
13.					
14.					
15.					

TOTAL TICKETS: 12 TOTAL CASH $ 28.50

Figure 4. Sample: Daily ledger sheet.

Date April 10, 1984

Name Jane Doe

Address 19 Anywhere

Attendant		Price	
Lois	HAIR CUT	2	00
Lois	SHAMPOO	1	00
	HAIR SET		
	HAIR CONDITIONING		
Lois	BLOW WAVING	1	00
Lois	RINSE		50
	HAIR COLORING		
	PERMANENT WAVE		
	MANICURE		
	PEDICURE		
	FACIAL		
	SCALP TREATMENT		
	MDSE. SOLD		
027813	TOTAL	4	50

Form #4

CAMEO SUPPLY COMPANY, INC.
339 MERRICK RD. AMITYVILLE, N.Y. 11701

Figure 5. Sample: Client receipt.

appropriate. Note the date and time for the appointment and the service(s) desired. And note the name of the student operator preferred. Note when the caller cannot come for an appointment. In short, write down all information that will help you or the appropriate person help the client.

6. **"On hold."** If the caller must wait for any reason, the call should be put on hold. The mouthpiece should not be covered with the hand nor should the receiver be placed on the desk. Unless the call is put on hold, the caller will hear what is going on in the lab. This can be annoying to the caller and is also unwise business practice. The caller's only concern is what is said directly to him or her. Ensure that the caller hears only those things by having all waiting calls placed on hold.

7. **Taking messages.** A lab may have special forms for writing telephone messages or plain paper may be used. In either case, messages should be written down immediately and placed where they will be easily seen. They should be repeated to the callers to make sure they are correct. Messages should be clear and easily understood without further explanation. The following should always be included in a message: (1) who the message is for; (2) date and time of the call; (3) name or initials of person taking the message; (4) caller's name; (5) when and where the caller can be reached; (6) reason for calling; (7) whether the call is urgent; and (8) any other important information.

Receiving payments. Clients pay for their services after they have been received. Individuals collecting these payments have three main concerns.

1. **To ensure that clients pay for every service they receive.** Carefully checking the student operator records and asking questions when appropriate will help meet this goal.
2. **To ensure the correct amount is charged for each service provided.** The student should carefully check the service price sheet each time charges are figured.
3. **To ensure all payment records are neat, accurate, and complete.** These records may include daily ledger sheets and/or client receipts (see figs. 4 and 5). These records may be used in making future business and organizational decisions and, thus, are important.

Client Records

Accurate and complete client records are valuable sources of information. Generally, there are two main types of records. One is the **client release form** (see fig. 6). Clients acknowledge on this form that the services they receive are being provided by cosmetology students. And they agree that neither the student nor anyone else associated with the school or college will be held liable or accountable for any injury or damage that arises as a result of services provided. These forms are extremely important in case a problem does arise. They must be signed and kept on file at the school or college.

The second type of form is the **client service record** (see fig. 7). These forms are used to keep track of services performed on and merchandise sold to each client. They allow the student operators to provide consistent service to a client and to suggest particular services at the appropriate time. The format and content of these records vary. But they generally include the client's name, address, and telephone number. They also include the type of service, the date performed, the amount charged, the product used, and the results obtained. Notes on the client's tastes and preferences may be added. Some schools keep records of sales tax received by recording product sales separately.

Customer Complaints

Customer complaints are almost inevitable in cosmetology, as they are in any business. In cosmetology, customers may complain about how they were treated or about the services they received. In each case, a complaint should be treated as an opportunity to improve the services provided and to maintain the client's goodwill.

In a lab, students generally do not handle customer complaints. Instead, they are referred to an instructor, manager, owner, chairperson, or other person in a position of responsibility. Although students do not handle complaints, they are usually

PRINT Doe, John M.
Last name first, first middle

6/26/85
date

I am about to receive services in the cosmetology clinical department, of San Jacinto College, Central, and having been advised that the services shall be performed by students and/or instructors of said school, in consideration of the nominal charge for such services, hereby release school, its students and/or instructors from any and all claims arising out of and in any way connected with the performance of the services.

THIS RELEASE FORM MUST BE SIGNED BY THE PARENT OR GUARDIAN IF THE PATRON IS UNDER 18 YEARS OF AGE BEING SERVED.

John M. Doe
name Signature

111 Any Place 123-4578
address phone

Figure 6. Sample: Client release form.

the first ones confronted by the clients. The manner in which they refer the clients to someone else can greatly influence the outcome of the complaint.

When students refer clients to someone else, they should do so gracefully. Clients should not feel that the students are unwilling to help. Instead, clients should feel that the students want to give the best assistance available and, for that reason, want the clients to talk with the person best qualified to take care of their needs.

If clients insist that the students listen to their complaints first, the students should stay calm. Students should listen carefully so that they can explain the situation to the appropriate person. Students should be attentive and understanding, but should not say anything that will commit the lab to any action. They should not admit error nor should they make accusations. The students are not in positions to judge what has happened or decide what should be done. They must rely on their instructors or other persons in charge to do so.

However, clients should still be made to feel that the students are concerned about the problem and want it taken care of. Thus, the students might say, "I know Ms. Crawley will be concerned about this and will want to talk with you about it. Let me get her for you." This will help calm the clients and make them feel that the students and the lab as a whole care about them and their problems. This sets a good stage for the instructor or other person to find a solution to the problem.

Conclusion

A laboratory or clinic setting offers valuable learning experiences for students. You can help ensure that this time is meaningful and fruitful by providing proper guidance and assistance to students as they learn.

This unit gives a general overview of important practices and issues in lab and clinic settings. This information, together with specific policies of your school or program, will help you make students' lab or clinic experiences invaluable.

CLIENT RECORD FOR Mary Ann Doe

ADDRESS 111 Any Place Tx. 73345 TELEPHONE 123-4567

PERMANENT WAVE RECORD

Hair is: Normal √Tinted Double-Processed Henna Bleached Dimensionally Colored
(Frosted, tipped, sun-streaked, hair "painted" with lightener)

Hair Texture is: Fine √Medium Coarse Shampoo used: Ph.D. Botanical

FRONT RODS			SIDE RODS			BACK RODS		
Red	√Pink	Black	Red	√Pink	Black	Red	√Pink	Black
Yellow	√Green	Beige	Yellow	Green	Beige	Yellow	√Green	Beige
Blue	Gray	Brown	Blue	Gray	Brown	Blue	Gray	Brown

(PERM SERVICE RECORD ON BACK)

PERM SERVICE RECORD

Date	Perm	Formula	Process Time	Results	Price	Designer
9/19-3	Curly Bob	Tinted	20 min	good & firm	$60.	John Deere

HAIRCOLOR RECORD

Service: √Tint Double-Process Semi-Perm. Color Henna Temp. Rinse Frosted Tipped
Bleached Hair "Painted" with Lightener.

Other Treatment: √Permed Chemically Straightened None.

Natural color is: Level 4 Percentage of gray is: 50%

Color formula: Framesi 4N + 1" 10F - 30cc 2½ vol ossiclor

Shampoo used: Ph D Botanical Conditioner used: Ph.D. Preticne

Date	Treatment	Process Time	Price	Date	Treatment	Process Time	Price
9/16-3	Re-touch	40min	$25.00				

69022

Figure 7. Sample: Client service records.

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SPECIMEN COLD WAVE RECORD FORM

NAME Mary Ann Doe TEL. 123-4578

ADDRESS 111 Any Place CITY Anywhere

DESCRIPTION OF HAIR

FORM: STRAIGHT ☑ WAVY ☐ CURLY ☐ LENGTH: SHORT ☑ MEDIUM ☐ LONG ☐ TEXTURE: COURSE ☐ MEDIUM ☑ FINE ☐ SOFT ☐ SILKY ☐ WIRY ☐ POROSITY: VERY ☐ MODERATE ☐ NORMAL ☑ LESS ☐ LEAST ☐

CONDITION

VIRGIN ☑ DRY ☑ OILY ☐ BLEACHED ☐ TINTED ☐ REWAVE ☐ 5-WEEK RINSE ☐ FROSTED ☐

PREV. WAVED WITH Wella Sonara SHADE: NORMAL ✓ FADED ____ GRAY ____%

HAIR SAMPLE BEFORE: ____ HAIR SAMPLE AFTER: ____

CORRECTIVE TREATMENTS

DATE: 10-15-83 TREATMENT: Dryed Ponytail in hair 10 minutes

DATE: ____ TREATMENT: ____

COLD WAVING PROCESS

NAME OF COLD WAVE Wella Sonara NUMBER OF CURLS 63

SIZE OF COLD WAVE RODS Blue + yellow

WAVING SOLUTION STRENGTH Regular

TYPE OF NEUTRALIZER AND TIME: 1% Rinse neutralizer on rods (5 min)

PROCESSING TIME 15 mins. FINAL RESULTS Uniform Curl

DATE: 10-15-83 OPERATOR: Barbara Smart PRICE: $12.50

INSTRUCTOR'S COMMENTS: Excellent curl - Customer very happy

Figure 7. Sample: Client service records.

1. Name five attitudes and/or qualities that are desirable in cosmetology. Name five attitudes and/or qualities that are undesirable.

2. Name five qualities of a good welcoming statement used when receiving clients in a lab or salon.

3. List five responsibilities that individuals receiving clients may have.

4. List four considerations in scheduling appointments wisely.

5. Tell two main goals of a greeting used when answering a lab or salon telephone.

6. Name five key items that may be appropriate to write down as a telephone caller speaks.

7. List the three main concerns of individuals collecting payment from clients for services provided.

8. Tell two main types of client records, giving the purpose(s) of each.

9. List eight items that should be included in all telephone messages.

1. _____ and _____ are areas in which one's professionalism shows.
2. A professional appearance includes attention to one's _____, _____, and _____.
3. Both operators and _____ are important in salons.
4. Information on appointment books or sheets must be _____, _____, _____, and _____.
5. Whenever possible, telephone calls should be answered on the _____ or _____ ring.
6. When speaking on the telephone, one's voice should be _____ and _____. One's speech should be _____, _____, and _____.
7. All waiting calls should be placed on _____.
8. Complaints should be treated as opportunities to _____ and to _____.
9. Place a check mark (✓) in front of the attitudes and behaviors below that students should exhibit when clients complain to them.

___ a. appear calm
___ b. appear concerned
___ c. handle complaints themselves
___ d. make accusations
___ e. appear unwilling to help
___ f. listen carefully
___ g. admit error
___ h. refer the client to the appropriate person
___ i. be attentive
___ j. appear understanding
___ k. commit the lab to a specific action
___ l. appear to desire the best assistance for the client

The scheduling of appointments is an important responsibility in a lab or salon. Briefly outline the guidelines individuals should follow when scheduling appointments.

10

VICA: Vocational Industrial Clubs of America

Objectives: *After completing this unit, you will be able to—*

1. *give the meaning of the letters V-I-C-A and V-I-C-A-P;*
2. *tell who makes up the membership of VICA;*
3. *discuss the VICA motto, pledge, creed, colors, emblem, and formula;*
4. *explain the structure of VICA;*
5. *tell about the VICA events and activities; and*
6. *explain the VICAP program and degrees.*

The letters V-I-C-A stand for Vocational Industrial Clubs of America. VICA is a national organization made up of thousands of clubs from almost every state. Its members includes students in trade, industrial, technical, and health occupations courses, both secondary and postsecondary.

VICA brings together students with common interests and gives them a greater opportunity to develop leadership than they would have otherwise. It gives them a chance to compete, excel, and be recognized through a national program of contests and awards. VICA offers many events and publications that help its members prepare for the future. And it lets the general public and community leaders know more about vocational programs.

As a cosmetology instructor, you may have the opportunity to encourage your students to join and participate in VICA. And you, too, may become involved in the organization. This unit provides a general overview of VICA. The VICA Leadership Handbook provides more detailed information.

Ideas and Ideals

The ideas and ideals of VICA are evident in its motto, pledge, creed, colors, and emblem. They are also central in its formula for personal development. Reading and thinking about these will help you understand both the purpose and the goals of VICA.

VICA motto. The VICA motto is "Preparing for Leadership in the World of Work." VICA members prepare for leadership roles in their occupations and in their schools, communities, states, and nation.

VICA pledge. The VICA pledge helps its members set personal goals in preparing for their own leadership roles. It reads:

UPON MY HONOR, I Pledge—

- To prepare myself by diligent study and ardent practice to become a worker whose services will be recognized as honorable by my employer and fellow workers.
- To base my expectations of reward upon the solid foundation of service.
- To honor and respect my vocation in such a way as to bring repute to myself.

THE CREED

I BELIEVE IN THE DIGNITY OF WORK

I hold that mankind had advanced to his present culture through the intelligent use of his hands and mind. I shall maintain a feeling of humbleness for the knowledge and skills that I receive from craftsmen, and I shall conduct myself with dignity in the work I do.

I BELIEVE IN THE AMERICAN WAY OF LIFE

I know our culture of today is the result of freedom of action and opportunities won by our American forefathers, and I will uphold their ideals.

I BELIEVE IN EDUCATION

I shall endeavor to make the best use of knowledge, skills, and experience that I learn in school in order that I may become a better workman in my chosen occupation and a better citizen in my community. To this end I will continue my learning both in and out of school.

I BELIEVE IN FAIR PLAY

I shall through honesty and fair play respect the rights of my fellow man. I shall always conduct myself in the manner of the best craftsmen in my occupation and treat those with whom I work as I would like to be treated.

I BELIEVE SATISFACTION IS ACHIEVED BY GOOD WORK

I feel that compensation and personal satisfaction received for my work and services will be in proportion to my creative and productive ability.

I BELIEVE IN HIGH MORAL AND SPIRITUAL STANDARDS

I shall endeavor to conduct myself in such a manner as to set an example for my fellow man by living a wholesome life and by fulfilling my responsibilities as a citizen of my community.

Figure 1. *The VICA creed. (Reprinted by permission from the Vocational Industrial Clubs of America, Inc., Leadership Handbook, copyright August 1981.)*

Figure 2. *The VICA emblem. (Reprinted by permission from the VICA Leadership Handbook, copyright August 1981.)*

- And further, to spare no effort in upholding the ideals of the Vocational Industrial Clubs of America.

VICA creed. The VICA creed names and describes six beliefs that are an important part of the ideals of the organization. These include belief in the dignity of work, the American way of life, education, fair play, satisfaction through good work, and high moral and spiritual standards. Figure 1 shows the VICA creed.

VICA colors. The VICA colors are red, white, blue, and gold. Red and white represent the individual states and their clubs. Blue represents the common union of the states and of the clubs. And gold represents the individual, the most important part of the organization.

VICA emblem. The VICA emblem pictures a shield, a torch, a gear, two orbital circles, two hands, and the letters V-I-C-A (see fig. 2). Each of these is a symbol for an important part of VICA.

- The shield represents patriotism.
- The torch represents knowledge.
- The gear represents industrial society.
- The orbital circles represent technology.
- The hands represent youth.
- And, of course, the letters V-I-C-A represent Vocational Industrial Clubs of America.

VICA formula. Development of the total person is important for VICANS. This development is represented by the VICA formula LSC_4. It stands for:

L = leadership
S = social development
C = character development
C = citizenship development
C = cooperative development
C = communication skills development

Structure of VICA

When students join local chapters of VICA, they also become members of their state associations and of the national association. Some states have associations at the district level. Members may take part in these activities and benefit from the leadership of each of these levels.

Members prepare for leadership roles through VICA competitions held by single chapters, by several chapters, and at district, state, and national meetings. Every year, several thousand students move up through these levels, some qualifying for international competition. What individuals do and how far they go depends on their abilities and determination and on the teamwork in their local, district, state, and national organizations.

Each VICA level has its own officers and business meetings. Individual chapters, states, and the national VICA organization have their own constitutions and bylaws. Find out more about how these various levels work by reading national VICA's Leadership Handbook, state association publications, and local chapter constitutions.

VICA is financed in part through national, state, and local dues. Members pay their dues in the fall, on or before October 31. Additional funding is received through the Youth Development Forum of VICA, Inc. This forum obtains funds from management and labor for worthwhile VICA activities.

VICA Activities

Local activities. Each local chapter of VICA plans and carries out the activities it considers worthy. Often, more than one chapter works together on an activity. The five types of local activities are civic, social, professional and educational, promotional, and organizational.

Civic activities serve other members of the school or community. For example, cosmetologists have given hair and nail care to people who couldn't afford it, such as those in nursing homes.

Social activities allow people to get together and enjoy each other's company. Chapters have had barbecues, dinner dances, Christmas parties, fishing trips, breakfasts, and other social activities.

Professional and educational activities help VICA members prepare for their occupations. For example, VICANs go to special seminars and workshops, such as those given for cosmetologists on new hairstyling and makeup techniques.

Promotional activities tell others about VICA, the local chapter, and vocational education. These activities gain support for vocational education and for VICA, and pro-

vide an opportunity for others to benefit from them. For example, VICANs have appeared on radio and television and have been guest speakers for civic organizations, such as Rotary and Kiwanis clubs.

Organizational activities make everything else possible. The VICA Leadership Handbook tells how to organize a club, hold a meeting, and plan other activities. Most organizational activities occur in meetings, but some are done through fund-raising events, such as car washes. The money raised at these events goes to help the chapter operate, to meet community needs, and to pay for various civic activities.

District, state, and national activities. These activities are closely related. The four kinds of activities at these levels are job abilities contests, leadership abilities contests, leadership development meetings, and business meetings (for delegates).

The U.S. Skill Olympics is the most famous VICA activity. This is the official name for VICA competitions on leadership and job abilities. VICANs demonstrate their skills, progressing from district to state and to national levels. The best of the contestants take home scholarships, plaques, trophies, ribbons, and gold, silver, and bronze medals.

The National U. S. Skill Olympics is the top competition. Three types of events are held here: leadership development contests; health occupations skill/speed contests; and trade and industrial skill/speed contests. Cosmetology is one of the trade and industrial contests. Leadership development contests include club business procedure, display, extemporaneous speaking, job interviews, opening and closing ceremonies, outstanding club, prepared speech, and safety. The same contests are held at state and district meetings.

Additional contests may be held at district and state meetings. At district meetings, VICA members win scholarships and trophies for excellence in club work and scholarship. Excellence is also recognized through exhibits of students' work. In the Texas competitions, exhibits include student projects and student notebooks that show their work done during the previous year. Exhibitors receive ribbons according to how highly their work rates. The best exhibitors go to the state competition.

Leadership development meetings are held for chapter, district, state, and national officers. New state and national officers attend the Annual Washington, D.C. Youth Leadership Conference. New state and district officers may go to similar events in their own states. District officers, in turn, help train new officers of active chapters in their districts.

Delegates hold business meetings at national VICA. At these meetings, delegates can elect officers, act on business matters, and amend the constitution and bylaws.

VICAP

The letters V-I-C-A-P stand for Vocational Initiative and Club Achievement Program. "Vocational Initiative" refers to the vocational side of preparing for the work world. "Club Achievement" stresses the need to develop as a citizen and as a leader.

A VICAN can earn four degrees in VICAP. The first two are the VICA Industrial Degree and the VICA Leader Degree. When both of these degrees have been earned, a member can work toward the American VICA Degree. This is the highest degree a VICAN can earn while still in school. The International Industrial Degree can be earned only after the VICAN has gotten a job and met both leadership and vocational requirements on the job and in the community.

VICAP provides a carefully planned series of tasks that lead to these degrees. As each step is completed, the member gains recognition and a higher rank in the program. The member also earns the right to wear the appropriate VICAP insignia (see fig. 3). In each step the member meets requirements related to leadership skills, job skills, work habits, personal traits, technical information, and knowledge of the club, school, and nation. Other requirements must also be met. Each requirement provides useful knowledge and experience for VICANS.

The VICA Leadership Handbook and the Achievement Program Guide offer information and advice about VICAP for both teachers and members.

VICA Leader Degree

VICA Industrial Degree

The American VICA Degree

The International VICA Industrial Degree

Figure 3. *The VICAP insignias. (Reprinted by permission from the VICA Leadership Handbook, copyright August 1981.)*

1. The letters V-I-C-A stand for _____ _____ _____ _____.
2. VICA members include students in _____, _____, _____, and _____ programs.
3. The VICA motto is "Preparing for _____ in _____."
4. The six beliefs included in the VICA creed are the beliefs in _____, _____, _____, _____, _____, and _____.
5. How many organizational levels are there in VICA? What are they?
6. Name three types of events held at the U.S. Skill Olympics.
7. Name the five types of local VICA activities. Give one example of each type of activity that VICA chapters might have. Do not use the examples included in this unit.
8. What are the four kinds of activities at the district, state, and national levels of VICA?
9. Tell the eight kinds of leadership development contests at the national U.S. Skill Olympics.
10. What are the three ways excellence is recognized at district VICA meetings?

Learning Activity II

True or False?

Note whether each statement is True (T) or False (F).

____ 1. Delegates at business meetings during national VICA can change the constitution and bylaws.

____ 2. The letters V-I-C-A-P stand for "Vocational Industrial Clubs And Programs."

____ 3. Leadership development meetings are held for all interested members of VICA.

____ 4. Cosmetology is one of the trade and industrial skill/speed contests.

____ 5. VICA is for both secondary and postsecondary students.

____ 6. The VICA Leadership Handbook provides detailed information on the organization.

____ 7. VICA is financed solely through local, state, and national membership dues.

____ 8. Most local organizational activities are conducted in meetings.

____ 9. In Texas, district competitions include exhibits of student projects, student notebooks, and coordinator reports.

____ 10. All new officers of VICA may attend the Annual Washington, D.C., Youth Leadership Conference.

____ 11. The VICA Industrial Degree and the VICA Leader Degree are the first two degrees to be earned in VICAP.

____ 12. The International Industrial Degree is the highest degree one can earn while still in school.

____ 13. Each step toward a VICAP degree has requirements related to personal traits, knowledge of VICA, and technical information.

____ 14. State VICA is the most important part of the multilevel organization.

____ 15. Membership in local VICA chapters automatically includes membership in the state and national associations.

Part I. Match the following VICA colors and emblem symbols with the correct word or words, using letter answers.

_____	1. red	a. the individual
_____	2. orbital circles	b. youth
_____	3. gear	c. individual states and clubs
_____	4. hands	d. patriotism
_____	5. blue	e. industrial society
_____	6. torch	f. technology
_____	7. gold	g. knowledge
_____	8. shield	h. common union of states and clubs
_____	9. white	

Part II. Check the types of development included in VICA's formula for total personal development.

_____	social	_____	character
_____	civic	_____	educational
_____	leadership	_____	communication skills
_____	professional	_____	cooperative
_____	citizenship	_____	spiritual
_____	moral	_____	cultural

Reread the VICA pledge in this unit. Explain what each part means to you. Can you apply it to your own life now as a student and in the future as a cosmetology instructor? How?

11

Careers in Cosmetology

Objectives: *After completing this unit, you will be able to —*

1. *name the four broad areas into which cosmetology careers can be divided;*
2. *name and describe the general qualifications for various cosmetology-related careers; and*
3. *investigate career possibilities for yourself and for your students.*

Cosmetology is a multibillion dollar industry that offers a wide variety of exciting, challenging, and rewarding careers (see fig. 1). Because of this variety, individuals with diverse talents, interests, and experiences can find careers in cosmetology appropriate for them. This unit provides an overview of the employment opportunities in the cosmetology industry. Being aware of these opportunities will help you plan your own future and help your students plan theirs.

Career opportunities in cosmetology can be divided into four broad areas: jobs in salons, in education, in the cosmetics industry, and in the Texas Cosmetology Commission (TCC).

Salons

There are over 17,000 beauty salons in Texas alone. They are located at streetside and in shopping centers, department stores, hotels, and apartment and condominium complexes. Because of their large number, salons offer tremendous opportunities for individuals seeking cosmetology-related careers.

Specific jobs in different salons vary. In some, people are specialists and do only one particular job. In other salons, they are generalists and do a variety of jobs. For example, one salon may have a shampoo specialist, a hair stylist, and a wig specialist, while another salon may have one person doing all of these jobs.

Most people working in salons are involved with hair. These include hair stylists, wig stylists, hair-coloring technicians, hair-straightening specialists, permanent-waving technicians, and scalp and hair specialists. Others work with the skin, such as facial specialists and makeup artists. Manicurists and electrologists also work in salons. As noted earlier, one person may do more than one of these jobs. But persons doing these jobs must hold the appropriate TCC licenses.

Salons also need managers and supervisors. Knowledge, skills, and experience in management, supervision, and cosmetology are all important in these jobs. Individuals in these positions are usually licensed, experienced cosmetologists, but it is not a state requirement.

Salon ownership is another opportunity in cosmetology. In this position, knowledge and experience in business-related areas such as advertising, sales, budgeting, purchasing, and personnel management, as well

Figure 1. Cosmetology offers a variety of career possibilities.

as in cosmetology, are important. Salon owners are not required to have cosmetology licenses or experience, but most of them do.

Education

Private beauty schools and public schools offering cosmetology programs provide additional career opportunities. Texas alone has approximately 350 such schools and programs. Public high schools offer operator training, while postsecondary institutions usually offer both operator and instructor programs. Private schools often serve a wider audience by providing programs for wig specialists, facial specialists, shampoo specialists, hairweaving specialists, manicurists, operators, and instructors.

Both public and private schools require instructors in general and specialized areas. They also often need substitute instructors. Instructors and substitutes must hold TCC cosmetology instructor licenses to qualify for these positions.

Cosmetology schools need administrators. In public schools, these include positions such as department heads, deans, directors, and principals. In private schools, administrators include supervisors, directors, and managers. Knowledge of cosmetology, teaching, administration, and management is important in these positions. Although administrators are not required to be licensed cosmetologists, in private schools they usually are.

Private-school ownership is an additional opportunity in cosmetology. Although many private schools are owned by large companies, many are individually owned. Experience, knowledge, and skills in business, education, and cosmetology are important for persons in ownership positions. School owners are not required to be licensed cosmetologists, but often are.

Another education-related career in cosmetology is platform artist. These artists demonstrate cosmetology methods and techniques to students and licensed cosmetologists at cosmetology workshops and seminars. Often these demonstrations are parts of continuing education programs conducted by professional cosmetology associations and by cosmetic manufacturers. A platform artist must have good communication skills as well as knowledge, skills, and experience in cosmetology. Usually these artists are licensed cosmetologists, but this is not a state requirement.

Cosmetics Industry

Careers in this area can be divided into three basic groups: merchandising, manufacturing, and publishing.

Jobs in merchandising include selling cosmetics to customers through department or cosmetics speciality stores, through cosmetics sections in beauty salons, and directly. Other jobs include buying cosmetics products from manufacturers to sell to customers.

Working for a cosmetics manufacturer includes jobs in developing new and improving existing products. It also may mean serving as a product demonstrator and as a manufacturers' representative or salesperson.

Some jobs in the third group are writing, editing, and publishing beauty sections of newspapers and magazines, books on beauty-related topics, professional association newsletters, and cosmetics products promotions. Another job is owning a beauty magazine or other cosmetology-related publication.

The careers in this section do not require cosmetology licenses. But skills, knowledge, and experience in cosmetology and job-related areas may be helpful or required.

Texas Cosmetology Commission

The Texas Cosmetology Commission consists of six commissioners. These individuals are appointed by the governor of Texas based on the following requirements.

1. One member must hold a valid beauty shop license. This member cannot be affiliated with or have any interest in a private beauty culture school.
2. One member must hold a valid private beauty culture school license. This member cannot be affiliated with or have any interest in a beauty shop.
3. Two members must hold valid operator licenses. These members cannot be affiliated with or have

any interest in a private beauty culture school or beauty shop.

4. Two members must be from the general public. These members cannot be licensed by the TCC. They cannot be affiliated with or have any interest in any facet of the beauty industry.

The Associate Commissioner for Occupational Education and Technology at the Texas Education Agency, or that person's representative, serves as a seventh member of the TCC.

An executive director is employed by the Commission to perform its administrative duties. This director employs a staff of approximately 50 persons to help administer Commission functions. This staff includes an assistant executive director, an examination supervisor, an administrative assistant, an accountant, inspectors, licensing examiners, and clerical and computer personnel. Examiners and inspectors must be licensed instructors. No other staff or administrative position requires TCC licensing. However, some of these positions do require skills, knowledge, and experience in cosmetology and administration.

Equal Access

In the past, certain jobs have traditionally been considered women's jobs or men's jobs. Cosmetology has more often been considered to be a woman's field than a man's. But, as in many fields, men have more often been seen as better candidates for management and administrative roles. And more often, top hairdressers have been expected to be men. Similar expectations have existed for people of different races and ethnic origins. These expectations have been based more on tradition than on talent or skill.

Today, such stereotypes are being broken. People are freer to choose careers based on their interests and talents, rather than on their sex, race, or ethnic origin. This is the basis of equal access. Focusing on this concept of equal access can help you and your students choose the careers most appropriate and most rewarding for each of you.

Creating Opportunities

The qualifications for positions in cosmetology vary greatly. However, the skills, knowledge, and experience gained in one position can often be applied to other positions as well. Many opportunities exist in cosmetology for "working your way up."

Depending on the area of interest, formal training may be available on the job, in private and public schools and colleges, and through continuing education programs offered by professional cosmetology associations and cosmetic products manufacturers. You should learn all you can in each job you hold—more than is needed in your present position.

Take advantage of every resource and every opportunity both in and out of the workplace. Study various cosmetology industry reference books. Read the beauty sections of newspapers and magazines, books on beauty-related topics, professional association newsletters and publications, and cosmetics manufacturer advertising and promotions. Attend workshops and seminars. Use the library. Start your own files or notebooks for valuable future reference. And talk to people. Your employers, coworkers, friends, and acquaintances are all important sources of information on cosmetology and job opportunities.

Above all, don't be afraid to learn. Expand your knowledge, skills, and experience not only in cosmetology, but also in related areas such as business, management, and administration. Your initiative to learn all you can may be one of your greatest assets in creating even more exciting opportunities for yourself in the world of cosmetology.

Indicate whether each statement is True (T) or False (F).

_____ 1. Salons, education, the cosmetics industry, and the TCC are the four broad areas into which cosmetology careers can be divided.

_____ 2. Formal training is available for all cosmetology-related careers.

_____ 3. One's sex, race, or ethnic group is the main factor to consider when choosing a career goal.

_____ 4. The TCC consists of eight commissioners.

_____ 5. Careers in the cosmetics industry can be divided into merchandising, manufacturing, and publishing.

_____ 6. Salon and school owners are not required to be licensed cosmetologists.

_____ 7. People working with others' hair, skin, or nails in salons must be licensed by the TCC.

_____ 8. Knowledge of cosmetology, teaching, and administration are helpful for school administrators.

_____ 9. All TCC employees must be licensed cosmetologists.

_____ 10. Your initiative to learn can be one of your greatest assets.

_____ 11. Two members of the TCC must hold valid beauty shop licenses.

_____ 12. A platform artist must have knowledge, experience, and skills in cosmetology.

_____ 13. You will not be considered as a possible commissioner if you own a private beauty culture school.

_____ 14. Salons hire only cosmetologists who specialize in a particular area.

_____ 15. Your skills, knowledge, and experience in one position in cosmetology can often be applied in other positions as well.

Based on your experience in cosmetology and the career information in this unit, answer the following questions.

1. What job or jobs seem most challenging and interesting to you?
2. What skills and knowledge do you already have that can be used in these jobs?
3. What skills and knowledge will you need?
4. How can you begin to acquire these skills and knowledge?

Answering these questions is not always easy. But it is important. Several good books are available that can help you determine your career goals. Check your library or local bookstore for these books. Talk to people in your area or in areas that you are interested in. Information obtained in this way can not only help you decide where to want you go, but also help you get there. Going through this process can also be valuable in the future in helping your students decide on and reach their own career goals.

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Note: Computer software for preparing students to take the Texas Cosmetology Commission operator licensing examination is available through the Texas Education Agency. Contact Postsecondary Programs for further information.

Competency in Teaching

Instructor's Guide

By

Barbara E. Selke

Published by

Extension Instruction and Materials Center
Division of Continuing Education
The University of Texas at Austin

Developed under a contract with

Department of Occupational Education and Technology
Texas Education Agency
Austin, Texas

1985

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Printed in the United States of America

Brand names, company names, trademarks, or other identifying symbols appearing in the illustrations and/or text are used to clarify and identify and do not constitute a recommendation or endorsement by the author or the publisher.

Editor / Mary Cook
Coordinator, Production / Barbara S. Lankes
Coordinator, Development / Joe C. Williams

Stock Number PS 216 I

Contents

Foreword / v

Acknowledgments / vi

Notes for the Instructor / vii

Equal Access / viii

Competencies / ix

Answers to Learning Activities / 1

Answers to Unit Tests / 17

Unit Tests / 25

Bibliography

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964: EXECUTIVE ORDERS 11246 and 11375; TITLE IX 1973 EDUCATION AMENDMENTS: REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulation by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs of activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

Foreword

This publication is one of a series of self-contained instructional materials for students enrolled in cosmetology instructor training programs. It provides information for student instructors to help them in developing effective teaching skills.

Although the material is designed for individual study, it should be used under an instructor's supervision. For that reason, two basic publications are offered. These are the student's manual and the instructor's guide.

The student's manual is for the use of persons in training. Each unit includes appropriate information, objectives to be met, and learning activities that help in meeting those objectives.

The instructor's guide provides competencies, unit tests, and answers to learning activities in the student's manual and to unit tests.

Although both publications are copyrighted, the instructor should feel free to make copies of the unit tests.

Every effort has been made to produce a publication that addresses the unique needs of our current student population. Students with limited English proficiency (LEP), as well as handicapped, educationally disadvantaged, and nontraditional students may require modification of the material in this publication. The professional staff of EIMC will gladly work with any instructor to show how the instructional materials can be adapted to meet individualized needs of these students. Consult local, state, and federal agencies that offer assistance and guidelines and that can provide sound recommendations for productive classroom management.

Kathryn R. Allen, Ph.D.
Director, Extension Instruction
and Materials Center

Acknowledgments

The Extension Instruction and Materials Center wishes to acknowledge with grateful appreciation the following persons who served as an advisory committee during the development and validations of this publication.

- Johnnie Cohen, cosmetology consultant, Johnnie M. Cohen Company, Austin, Texas
- LaVonne Daniel, instructor, Cosmetology Department, Lee College, Baytown, Texas
- Carole Laubach, chairperson, Cosmetology Department, San Jacinto College, Central Campus, Pasadena, Texas
- Faye Morgan, chairperson, Cosmetology Department, Odessa College, Odessa, Texas
- Elizabeth Quebedeaux, owner/operator, Personal Hair Designs, Inc., Seabrook, Texas

and

- Ruby Rickerson, owner/operator, Audie and Joice School of Hair Design, Rickerson Beauty Academy, Total Beauty Salon, San Antonio, Texas; Triangle Beauty College, Beaumont, Texas
- Larry Steinmann, chairperson, Texas Cosmetology Commission; owner/operator, Larry's Coiffures, Austin, Texas
- James Tarter, commissioner, Texas Cosmetolgy Commission; dean, Vocational Education, Odessa College, Odessa, Texas

The Center also appreciates the assistance of the following persons who validated these materials.

- Virginia James, instructor, Cosmetology Department, Clarendon Junior College, Clarendon, Texas
- Elizabeth Jolivette, instructor, Cosmetology Department, Houston Community College, Houston, Texas
- Patsy Kincade, instructor, Cosmetology Department, Grayson County College, Denison, Texas
- Ruth LaRue, instructor, Cosmetology Department, Bee County College, Beeville, Texas
- Betty Randolph, instructor, Cosmetology Department, San Jacinto College, North Campus, Houston, Texas
- Beverly Tomlinson, instructor, Cosmetology Department, Henderson County Junior College, Athens, Texas

The Center also recognizes with gratitude the assistance provided by Carla Dowell, College of Cosmetology, Copperas Cove, Texas, and the guidance and support Herbert E. Cohen, executive director, Texas Cosmetology Commission, and colleagues, and by Carroll Parker, vocational specialist II, postsecondary programs, Texas Education Agency, Austin, Texas.

Notes for the Instructor

This set of publications is designed for use by students learning to become cosmetology instructors. The student's manual is self-contained. It provides information and activities for student instructors to help them develop effective teaching skills. It includes syllabus development, learning and teaching strategies, communication, teaching aids, lesson planning, oral presentations and demonstrations, testing and evaluation, basic lab/clinic operations, Vocational Industrial Clubs of America, and careers in cosmetology. Each of these indicates a general competency area. Specific competencies, which are covered within the general competencies, are included in the student's manual and in the instructor's guide.

The learning activities are designed to reinforce learning of the information provided. These activities will help the students learn, apply, and remember information and skills. It is suggested that the instructor assign those activities that fit the needs of each individual student and learning situation.

Evaluation of each learning activity will offer frequent checkpoints. The unit tests provide further evaluation of the student's progress.

Equal Access

In the past certain jobs have traditionally been considered women's jobs or men's jobs. Similar expectations have existed for people of different races and ethnic origins. Cosmetology as a whole has been more often considered a woman's field than a man's field, but, as in many areas, men are often seen as better candidates for management and administrative roles. And more often, top hairdressers are expected to be men. Today, such stereotypes are being broken. People are freer to choose jobs based on their interests and talents, rather than on their sex, race, or ethnic origin. This is the basis of equal access.

Laws and policies have been passed to ensure equal access. But people's words, attitudes, and behaviors also influence the job decisions others make. As an instructor, you have great influence on your students. Thus, it is important that you communicate an atmosphere of equal access in your schools and classrooms. You should use "she" and "he" equally when referring to any role in cosmetology. Your examples of hairdressers should include names such as Robert as often as they include Carmen. Your examples of administrators should use names such as Julia as often as they use Juan. And your illustrations should show people of various races and ethnic groups. By promoting the feeling of equal access, you can help ensure that student job choices are based on the student's interests and abilities, not on sex, race, or ethnic stereotypes.

Competencies

Being a cosmetology instructor requires certain knowledge, abilities, skills, and attitudes. These are called competencies. This manual, along with the others in this series, will help students to develop the competencies needed to be successful in their chosen profession as cosmetology instructors.

Basic Competencies

- Exhibit an understanding of course syllabi by explaining their purposes and by describing the contents and qualities of a good syllabus.
- Indicate an awareness of student characteristics by describing differences between adult students and younger students and between different adult students.
- Show an understanding of learning style by explaining the meaning of the term.
- Demonstrate an understanding of various types of learning experiences by—
  - giving examples of those experiences that are real-life, staged, and indirect; and
  - naming advantages and disadvantages of direct and indirect learning experiences.
- Exhibit an understanding of various teaching strategies by—
  - explaining how to choose an appropriate strategy; and
  - describing advantages and disadvantages of various strategies.
- Show an awareness of various influences on instructor-student communication by—
  - describing various voices and speech habits; and
  - explaining different types of body language.
- Demonstrate an understanding of the uses and value of various visual teaching aids by explaining them.
- Demonstrate an ability to design and produce teaching aids by creating such aids.
- Indicate a knowledge of the purposes of lesson plans by naming these purposes.
- Demonstrate an understanding of the contents, formats, and standards of a good lesson plan by developing such plans.
- Exhibit an understanding of oral presentations and demonstrations by teaching an effective lesson.
- Demonstrate a knowledge and understanding of learning evaluation by—
  - telling the purpose of evaluation;
  - explaining the criteria of effective evaluation;
  - listing the steps in developing an effective evaluation tool;
  - writing examples of various types of evaluation items;
  - explaining proper conditions and atmosphere for effective evaluation; and
  - explaining how to determine grades.
- Exhibit an understanding of salon operations by—
  - demonstrating a professional appearance and attitude;
  - properly receiving lab clients, making client appointments, answering lab telephones, collecting client payments, and handling client complaints; and
  - explaining the purposes of client release forms and service records.
- Show a knowledge of VICA by explaining its membership, ideas and ideals, structure, and programs.
- Indicate an awareness of various cosmetology-related careers by naming these careers and telling the general qualifications of each.

Answers to Learning Activities

Learning Activity I. Questions to Answer

1. planning; organization

2. course number and title; instructor information; class meeting times and place; course description; required reference materials; course objectives; course schedule; methods of grading and evaluation

3. (a and b) TCC and TEA—to determine if state educational agency requirements are being met; to direct people to appropriate schools and colleges for specific programs and courses
   (c) school/college administrators—know what is being taught and how; to determine if TCC, TEA, and school/college requirements are being met; basis for making recommendations; allows them to answer program-related questions from higher level administrators and from outside sources
   (d) instructors—to plan and organize courses before classes begin; to ensure all skills and information are taught; to choose most efficient and effective means of instruction; to avoid having to repeat important course-related information
   (e) students—to know what they can expect from the course and the instructor; to know what is expected of them; to provide a sense of direction and motivation; organized reference of important course-related information

4. pleasing appearance; professionalism; correct spelling, grammar, punctuation; accurate information; proper word choice; good quality copies

Learning Activity II. Questions to Answer

1. first

2. items to be evaluated; weights given to each item; criteria to be used

3. less

4. student; instructor

5. course number and title; prerequisites; amount of credit offered; course length; major topics to be covered; general purposes or goals

6. who course is designed for; expected skills and knowledge

7. false

8. true

9. true

10. false

11. true

12. false

Learning Activity III. Comparing Course Syllabi

Students' answers will vary. Evaluate them on the basis of completeness and accuracy.

UNIT 2 / LEARNING

Learning Activity I. Adult Characteristics

1. h
2. g
3. d
4. e
5. a
6. f
7. b
8. c

Learning Activity II. Individual Differences

1. learning styles
2. motivations
3. abilities
4. personalities
5. heritage
6. experiences
7. education

Learning Activity III. Learning Styles

There are no right or wrong answers to this learning activity.

Learning Activity IV. Questions to Answer

1. answers will vary
2. Advantages: provide a lot of information in a short amount of time and at little or no expense; flexible enough to use with different size classes
   Disadvantages: open to interpretation and, thus, misunderstanding; require little or no student preparation; rely solely on hearing; require sufficient time and planning

3. Advantages: usually easy to use; usually fairly inexpensive; increase student interest while dramatizing important points; effective with a variety of class sizes
   Disadvantages: can be expensive; may become boring if overused; can be worthless if used as a "crutch"

4. true

5. true

6. false

7. true

8. true

9. false

10. false

11. true

12. perceiving, thinking, problem-solving, remembering; feels, behaves

UNIT 3 / STRATEGIES FOR TEACHING

Learning Activity L Advantages

Note: These answers are based on the information provided in this unit. Additional answers are acceptable, if accurate.

1. L
2. DE
3. I
4. DE
5. R
6. C
7. DI
8. L
9. DI
10. R
11. I
12. DE
13. I
14. S
15. R
16. C
17. S, DI
18. I
19. R
20. R
21. DI
22. L
23. S
24. I
25. DI
26. L
27. R
28. S
29. DI
30. DI

Learning Activity II. Disadvantages

Note: These answers are based on the information provided in this unit. Additional answers are acceptable, if accurate.

1. L
2. DI
3. S
4. R
5. L
6. I
7. DI
8. L
9. L
10. DE
11. I
12. C
13. C
14. R, DI
15. S
16. R
17. C
18. DI
19. S, DI
20. R
21. S
22. C
23. I
24. I
25. I
26. I
27. S
28. DE
29. DE
30. I
31. R
32. DE

Learning Activity III. Questions to Answer

1. student characteristics; number of students; instructional goals; physical limitations; time limitations

2. make sure all groups function smoothly, all groups move toward the intended learning goal, and all group members participate

3. reading assignments; questions to answer; projects; oral or written reports; skills practice and demonstration; observations; programmed instruction; computer assisted instruction; commercially prepared workbooks; videotapes and slide tapes; research (Note: These answers are based on information provided in this unit. Other answers are acceptable, if correct.)

4. role-playing

5. show how; tell how

6. F

7. T

8. T

9. F

10. F

11. T

UNIT 4 / COMMUNICATION IN TEACHING

Learning Activity I. Questions to Answer

1. c

2. d

3. b

4. e

5. a

6. i

7. k

8. g

9. h

10. l

11, 12, 13, 14, 15, 16. Student answers will vary.

Learning Activity II. Experiment

There are no right or wrong answers to this activity. However, guidance in determining inappropriate speech and voice habits is advisable.

Learning Activity I. Questions to Answer

1. emphasize key words, phrases, ideas, or concepts; compare two or more things; list or put into sequence; show action; diagram; illustrate; announce; add interest; provide uniform instruction to all students; get and hold students' attention and interest
2. mannequins and a chalkboard
3. in combination with other teaching aids; as an announcement or bulletin board; to keep track of student ideas during a discussion or brainstorming session; to list key words and sentences; for drawings; other answers if appropriate
4. to present a progression of ideas; when you want to go from one page to another quickly
5. A strip chart stands separately.
6. allows the instructor to make a series of points, revealing them one at a time
7. A poster deals with single concepts or ideas.
8. overhead projector; slide projector; film projector; computer
9. overhead projector
10. film projector
11. proper care; proper use
12. F
13. F
14. F
15. T
16. T
17. T
18. F
19. T
20. T
21. sight

Learning Activity II. Mechanical Teaching Aids

Evaluate students' work based on effort, completeness, and accuracy.

Learning Activity III. Make Your Own

Evaluate each teaching aid on the basis of the following:

1. Is the type of aid used appropriate for the stated learning objective?
2. Will the aid add to the effectiveness of the lesson for which it is designed?
3. Are space, color, words, and illustrations used effectively?
4. Was the aid produced neatly and carefully?

UNIT 6 / LESSON PLANS

Learning Activity I. Questions to Answer

1. to plan and organize in advance the tools, materials, resources, and content needed to achieve the learning objective of a lesson; provide needed guidelines for substitute instructors; help keep track of what you have taught (help you set realistic expectations of your students and plan appropriately); can be valuable references in future classes

2. to provide support for the lesson; to direct students to resources for further information; to find the references again for your own use

3. the subject, topic, and objective(s) of the lesson; explanation of why it is important now and in the future; explanation of how it fits in with what they have learned and will learn; review of learning prerequisites

4. specific steps or procedures for achieving the lesson objective(s)

5. to repeat and review the most important points of a lesson; to help students understand the relationship between those points

6. to build on and reinforce what was learned by applying it and/or to help prepare the students for future learning

7. instructor

8. subject

9. topic

10. student, instructor; specific, general

11. learner prerequisites

12. instructor; student

13. learning objective(s)

14. summary, evaluation, assignment

15. easy-to-use; well-thought-out; well-planned; well-organized; thorough; complete; each part fits logically into the whole plan; each part contributes to the whole plan; every aspect works toward accomplishing the learning objective(s) of the lesson; uses occupational terms; information and procedures are correct and appropriate; includes all appropriate sanitation and safety measures

Learning Activity II. Writing Lesson Plans

Students should develop their personal sets of lesson plans in accordance with the curriculum requirements of the school or college and the Texas Cosmetology Commission.

A good lesson plan should meet the following standards. It must:

- be easy to use and well-thought-out;
- be well-planned and well-organized;
- be thorough and complete;
- use occupational terms;
- use information and procedures that are correct and appropriate;
- include all appropriate sanitation and safety measures;
- have each part fit logically into the whole plan;
- have each part contribute to the whole plan; and
- have every aspect work toward accomplishing the learning objective(s) of the lesson.

Use your own professional knowledge and expertise in cosmetology and education to evaluate your students' lesson plans.

UNIT 7 / ORAL PRESENTATION AND DEMONSTRATION

Learning Activity I. Questions to Answer

1. know their subject; are concerned about their students as human beings; can effectively transfer their skills and knowledge to their students

2. environmental conditions; room arrangement; readiness of tools and materials; personal readiness

3. Tell your students where they're going, show them how to get there, and then tell them where they've been.

4. demonstrate each step slowly and carefully, explaining the "how" and "why" as you go; repeat, if necessary

5. to build on and reinforce the lesson; to prepare students for future learning

6. emphasized; clarified; reinforced/reviewed/summarized

7. enhance/improve; effectively

8. see; hear

9. motivate; prepare

10. think; ask questions

11. student feedback

12. real

13. each other; topic of the lesson

14. T
15. T
16. F
17. F
18. F
19. T
20. T
21. T
22. F
23. T
24. F
25. T
26. T
27. F
28. T

Learning Activity II. Word Scramble

1. confident
2. yourself
3. attentive
4. concerned
5. enthusiastic
6. relaxed

Learning Activity III. Your Experiences

Students' answers will vary. Responses should be appropriate and reflect an understanding of effective teaching. They should also indicate that the students were thoughtful in responding to the project.

Learning Activity IV. Teaching a Lesson

This learning activity is intended to allow beginning student instructors to teach their first lessons in relatively nonthreatening settings. Thus, it is suggested that these lessons be taught with only the students' peers present and that only self-evaluation be allowed.

UNIT 8 / EVALUATION

Learning Activity I. Questions to Answer

1. provides a measure of student learning; estimates teaching effectiveness; motivates and directs students' learning; allows assignment of grades

2. includes only the topics or areas actually taught; requires students to use their skills and knowledge in the same manner that is required in instruction; emphasizes skills and knowledge in same proportion as they were emphasized during instruction

3. measures what it is supposed to measure

4. measures performance accurately and consistently

5. It allows instructor time to prepare and score it; student time to respond to it.

6. clear and complete directions

7. multiple-choice; matching; true-false; short-answer; essay; performance-based

8. have all necessary evaluation materials ready; ensure the surroundings are appropriate; give students a good start by being friendly and businesslike; carefully explain the purpose of the evaluation and the procedures that will be followed; score and grade the evaluations promptly, providing time for review

9. letters of the alphabet; numbers; pluses and minuses; percentages; combinations of these

10. norm-referenced: students compete against each other; criterion-referenced: students compete against the learning objectives and preset criteria

11. base final grades on a number of evaluations using a variety of evaluation tools

12. procedures; products; attitudes; behaviors

Learning Activity II. Developing Tools

Steps in developing an effective tool for evaluation:

1. Define the content to be evaluated.

2. Prepare specific learning objectives. Include how students will show they have achieved these objectives.

3. Decide on realistic expectations for the students. Include the level of difficulty, the level of performance required for mastery, and student reading level, where appropriate.

4. Choose the type or types of items most appropriate for evaluating your objectives, such as multiple-choice, essay, performance, etc.

5. Write the specific evaluation items clearly and precisely.

6. Prepare an answer key or rating scale, as appropriate.

7. Assemble the items into a set.

8. Identify possible weaknesses, through either a trial run or review by other instructors.

9. Conduct the evaluation.

10. Score, grade, and interpret the results.

11. Review the evaluation tool for ways to improve it for future use.

Learning Activity III. Writing Items

Students' answers will vary. Use the guidelines in this unit to evaluate each answer.

UNIT 9 / BASIC LAB AND CLINIC OPERATIONS

Learning Activity I. Questions to Answer

1. Positive: accuracy, cheerfulness, congeniality, cooperativeness, consideration, dependability, enthusiasm, friendliness, honesty, initiative, interest, pleasantness, punctuality, sensitivity, sincerity, tact, other answers, if appropriate.
   Negative: answers will vary.

2. friendly, confident, polite, clear, distinct, loud enough to be heard, make clients glad they came, positive, professional

3. welcoming them; verifying the client's appointment in the appointment book and daily ledger; asking the client to be seated; completing a service slip; notifying the student operator that the client has arrived; telling the client when the student operator will be ready; asking another student operator who is free to shampoo the client's hair if the original student operator is running late; notifying the original student operator if another student operator is helping

4. be familiar with types of services and products available; be familiar with the charges for them; know how much time to allow for each service and schedule accordingly; schedule appointments in a manner that is fair to all the student operators and that permits the lab to function smoothly and efficiently

5. put the caller at ease; let the caller know the lab is ready to help

6. caller's name; reason for calling; who caller wants to speak with; date and time caller wants appointment; services desired; name of student operator preferred; when caller cannot come for an appointment; all helpful information; other answers, if appropriate

7. to ensure that clients pay for every service they received; that the correct amount is charged for each service; and that all payment records are neat accurate, and complete

8. client release form: protects student and school/college in case a client is injured or damaged
   client service record: keeps track of services performed and merchandise purchased; allows operator to provide consistent service and to suggest particular services at the appropriate time

9. who the message is for; date and time of the call; name or initials of the person taking the message; caller's name; when and where the caller can be reached; reason for calling; whether the call is urgent; other important information

Learning Activity II. Fill-in-the-Blanks

1. appearance and attitudes
2. clothing; grooming; posture
3. receptionists
4. accurate; complete; easily read
5. second; third
6. friendly, confident; clear, distinct, loud enough to be easily understood
7. on hold
8. improve the services provided; maintain the client's good will
9. a, b, f, h, i, j, l

Learning Activity III. Guidelines

Guidelines for scheduling appointments:

1. Attempt to schedule an appointment to the client's wishes.
2. Ask when the client would like the appointment to be (time and date).
3. If the requested time, date, or student is not available, suggest an alternate.
4. If the client is not really pleased with the alternate appointment, offer to call if the requested time, date, or student becomes available.
5. Verify the client's name and telephone number and the date and time of the appointment.
6. Be friendly, polite, and confident.
7. Speak clearly, distinctly, and loud enough to be heard easily.
8. Note all required information on the appointment sheet, neatly and in pencil.
9. Indicate time that is unavailable by drawing a vertical line or an arrow through that time.
10. If an appointment is cancelled, erase the information from the sheet and offer the client an alternate time and date.
11. Indicate no-shows according to lab policy.

Learning Activity I. Questions to Answer

1. Vocational Industrial Clubs of America
2. trade, industrial, technical, health occupations
3. Leadership; the World of Work
4. dignity of work; American way of life; education; fair play; satisfaction through hard work; high moral and spiritual standards
5. four; local chapters and district, state, and national associations
6. leadership development contests; health occupation skill/speed contents; trade and industrial skill/speed contests
7. civic, social, professional and educational, promotional, organizational; examples will vary
8. job abilities contests, leadership abilities contests, leadership development meetings, business meetings of delegates
9. club business procedures, display, extemporaneous speaking, job interviews, opening and closing ceremonies, outstanding club, prepared speech, safety
10. club work, scholarship, students' work

Learning Activity II. True or False?

1. T
2. F
3. F
4. T
5. T
6. T
7. F
8. T
9. F
10. F
11. T
12. F
13. T
14. F
15. T

Learning Activity III. Write the Answers

Part I.

1. c
2. f

3. e

4. b

5. h

6. g

7. a

8. d

9. c

Part II.

social, leadership, citizenship, character, communication skills, cooperative

Learning Activity IV. VICA Pledge

Students' answers will vary. Responses to each question should indicate that the students carefully read the pledge and considered their answers carefully.

UNIT 11 / CAREERS IN COSMETOLOGY

Learning Activity I. True or False?

1. T
2. F
3. F
4. F
5. T
6. T
7. T
8. T
9. F
10. T
11. F
12. T
13. F
14. F
15. T

Learning Activity II. Career Goals

There are no correct answers to this learning activity. The only criteria for evaluation is effort and thought.

Answers to Unit Tests

UNIT 1 / DEVELOPING A SYLLABUS

1. course number and title, instructor information, class meeting times and places, course description, course schedule, methods of grading and evaluation, required reference materials, course objectives

2. a. TEA: determine if state educational agency requirements are being met; help agencies direct people to appropriate schools and colleges
b. TCC: same as TEA
c. school/college administrators: know what is being taught and how; determine if TCC, TEA, and school/college requirements are being met; basis for making recommendations; allows them to answer program-related questions from higher-level administrators and from outside sources
d. instructors: plan and organize courses before classes begin; ensure all skills and information are taught; choose most efficient and effective means of instruction; avoid having to repeat important course-related information
e. students: know what they can expect from course and from instructor; know what is expected of them; provide a sense of direction and motivation; organized reference of important course-related information

3. a. neat and clean; typed on white paper (8 1/2 x 11 inches); no crossouts, smudges, poorly made corrections, or typographical errors; information well laid out with proper margins and spacing; clear, good quality copies; appearance pleasing to eye and easy to follow; accurate information; correct punctuation and spelling; proper word choice and proper sentence and paragraph structure
b. makes a good first impression; helps set mood of course; reflects you, your ability, and quality of your work

UNIT 2 / LEARNING

1. Students' answers will vary.

2. needs, wants, skills, abilities, personalities, heritages, experiences, education, learning styles, learning abilities, motivations

3. a person's way of perceiving, thinking, problem-solving, and remembering; a person's way of feeling toward and behaving in a learning situation

4. reliance on one sense or another, lumpers or splitters, reflective or impulsive, amount of structure and authority preferred, degree of enjoyment of working with others, time will continue working, time of day most alert and fully functioning, mood or atmosphere preferred, environmental conditions preferred

5. a. I
b. D
c. I
d. I
e. D
f. D
g. D
h. I

6. a. R
b. S
c. R
d. R
e. S
f. S

The answers to items 7 through 11 must be in the order noted here.

7. direct; indirect

8. real-life; staged

9. staged; real-life

10. indirect; direct

11. real-life; staged

12. Advantages: provide a lot of information in a short amount of time and at little or no expense; flexible enough to use with different size classes
Disadvantages: open to interpretations and, thus, misunderstanding; require little or no student preparation; rely solely on hearing; require sufficient time and planning

13. Advantages: usually easy to use; usually fairly inexpensive; increase student interest while dramatizing important points; effective with a variety of class sizes
Disadvantages: can be expensive; may become boring if overused; can be worthless if used as a "crutch"

UNIT 3 / STRATEGIES FOR TEACHING

---

1. student characteristics, number of students, instructional goals, physical limitations, time limitations

2. a. lecture
Advantages: can cover a large amount of material in a short amount of time; allows review of important materials and key points; good with a large number of students in a class; good with typical classroom arrangement of furniture
Disadvantages: allows for only a one-way flow of information; requires a great amount of preparation time; can become monotonous and uninteresting; uses only the sense of hearing

b. discussion
Advantages: permits sharing of ideas and concepts; broadens viewpoints; promotes a feeling of belonging and togetherness; stimulates student interest; brings out new insights; provides an opportunity for student knowledge, attitudes, and opinions to grow; focuses attention on many instead of one
Disadvantages: not effective with very large classes; not effective when students' knowledge of the subject is limited; all students may not participate; if uncontrolled, intended learning goals may not be reached; one or several students may dominate, discouraging the participation of others

c. small group study
Advantages: allows more students to participate; promotes a feeling of belonging and togetherness; allows instructor to monitor student learning; encourages timid, shy, or quiet students to become actively involved
Disadvantages: requires adequate space and facilities to work; it may take longer to cover key points; one or several students may dominate, discouraging the participation of others; requires close monitoring by the instructor; student cliques may form

d. role-playing
Advantages: demonstrates various attitudes and viewpoints; highlights a technique; brings out different reactions to situations; gives students a chance to demonstrate their abilities; helps change attitudes; can demonstrate effective and ineffective ways of handling a situation
Disadvantages: cannot be used on a regular basis; all students may not participate; requires skill to set up, stage, and direct; a student may be associated with a problem situation after the activity is over; resulting attitudes and emotions can be difficult to control

e. case-study
Advantages: allows students to analyze problems and come up with possible solutions; good for investigating or researching an issue
Disadvantages: may be less effective when students have poor problem-solving skills; writing effective studies can be difficult; appropriate only when the issue is directly related to the current learning goal; time consuming

f. independent study
Advantages: allows for individual differences; allows students to progress at their own pace without peer pressure; allows students to demonstrate initiative and creativity; permits distribution of information to individuals who need it; makes students more responsible for their own learning
Disadvantages: commercially prepared materials may not have proper focus; such materials may be expensive; preparing materials is time consuming; copying may occur; students may see effort as busywork; computer-assisted instruction, video tapes, and slide tapes involve expensive equipment and materials

g. demonstration
Advantages: appeals to at least two senses; provides direct experience; "a picture's worth a thousand words"
Disadvantages: must be carefully planned, prepared, and staged; must include proper equipment and supplies; must provide complete, detailed, and easily understood explanation of each step or procedure

Note: the answers to question number 2 are based on the information provided in this unit. Additional answers are acceptable, if accurate.

UNIT 4 / COMMUNICATION IN TEACHING

---

1. a. pitch - high or low tones of a voice
b. volume - loudness or intensity of a voice
c. resonance - strength of a voice
d. diction - choice of words and the way they are pronounced and used
e. inflection - change in pitch or volume that relieves the monotone sound

2. a. monotone - consistently keeping one's voice at the same pitch, volume, and speed, with each word receiving equal emphasis
b. nasal twang - regional or cultural speech habit
c. slurring - running words together so they are indistinct
d. slang - informal, nonstandard language used by a particular group of people
e. verbal crutches - meaningless words or sounds

3. facial expressions, posture, gestures; student situations will vary

4. allows people to evaluate how their messages are being received; provides opportunities to correct any misunderstandings that may occur

UNIT 5 / TEACHING AIDS

Students' answers will vary. Evaluate the answers on the basis of their accuracy and the degree to which they show that the student has thought about them.

UNIT 6 / LESSON PLANS

Use your own professional knowledge and expertise in cosmetology and education to evaluate your students' lesson plans. Use the following standards as a guideline:

- easy-to-use;
- well-thought-out;
- well-planned;
- well-organized;
- thorough;
- complete;
- uses occupational terms;
- uses correct and appropriate information and procedures
- includes all appropriate sanitation and safety measures
- each part fits logically into the whole plan;
- each part contributes to the whole plan; and
- every aspect works toward accomplishing the learning objective(s) of the lesson.

UNIT 7 / ORAL PRESENTATION AND DEMONSTRATION

Use your own professional knowledge and expertise in cosmetology and education to evaluate your students' presentations/demonstrations. Use the following standards as guidelines:

- uses lesson as guideline, but doesn't read it;
- includes all important information;
- completes lesson in 10-20 minutes;
- uses teaching aids, where appropriate, and uses them effectively;
- positions self so all can see and hear;
- uses an introduction that motivates and prepares students for learning;
- tells needed tools and materials;
- demonstrates each step of a skill slowly and carefully, telling "how" and "why";
- presents skills and information clearly and simply;
- emphasizes, clarifies, and reinforces key points;
- tells how specific points relate to each other and to the lesson;
- tells how material applies in the "real" world;
- encourages students to think and ask questions;
- uses examples and illustrations effectively;

- uses occupational terms;
- demonstrates and discusses sanitation and safety measures, as appropriate;
- responds to student feedback;
- summarizes and reviews key points;
- evaluates student learning;
- makes student assignments; and
- uses motivating attitudes and behaviors.

UNIT 8 / EVALUATION

---

1. a, b, d, e, h

2. matches the curriculum taught; valid; reliable; matches available time; easy to use

3. The following are possible answers. Others are acceptable if correct. Students must give two answers for each item.

   a. multiple choice: change so there is only one correct answer; add one-three options; make all options agree grammatically with stem; change "song" to less obviously wrong option; change options so all are approximately the same length

   b. matching: number the stems and letter the options; make the shorter and simpler items options and the more involved, longer items stems; reduce the number of stems to seven; change so there are more options than stems; use only one topic in the set; change so there is only one correct option per stem; change so there is a correct option for every stem

   c. true-false: change so entire item is either true or false; change so that it involves only one idea; make ideas clearer and simpler; use a more specific word than "several"; eliminate "always"

   d. fill-in-the-blank: change so only key words are omitted; change so only a maximum of three words or phrases are omitted; change so that the statement encourages only one answer

   e. brief answer: state the number of items wanted; note if specific or similar wording is acceptable; note if answers must be in complete sentences

   f. essay: make more clear exactly what information is desired; change statement so the situation is more clear; tell the amount of time to spend on answer; tell approximate length of answer expected; tell amount of detail and format expected

   g. performance-based: make more detailed, breaking down into more specific steps; add rating scale

4. a. content
   b. objectives
   c. expectations
   d. items
   e. items
   f. answer key; rating scale
   g. items
   h. weaknesses
   i. evaluation
   j. score
   k. improve

5. have all necessary evaluation materials ready; ensure surroundings are appropriate; give students a good start by being friendly but businesslike; carefully explain the purpose of the evaluation and the procedures to be followed; score and grade the evaluations promptly

6. letter of the alphabet; numbers; pluses and minuses; percentages; a combination of the other four

UNIT 9 / BASIC LAB AND CLINIC OPERATIONS

---

1. clothing, grooming, posture

2. accuracy, cheerfulness, congeniality, cooperativeness, consideration, dependability, enthusiasm, friendliness, honesty, initiative, interest, pleasantness, punctuality, sensitivity, sincerity, tact (others may be accepted, if appropriate)

3. Evaluate student answers according to their accuracy and completeness.

UNIT 10 / VICA

---

1. trade, industrial, technical, health occupations

2. local, district, state, national

3. leadership, job abilities

4. work; citizen, leader

5. Answers will vary. They should include one example from three of the five following types of local activities: civic, social, professional and educational, promotional, and organizational.

6. Answers should reflect a general awareness of VICA ideas and ideals as illustrated in its motto, pledge, creed, colors, emblem, and formula.

UNIT 11 / CAREERS IN COSMETOLOGY

---

1. salons, education, cosmetics industry, TCC

2. interests, talents

3. beauty shops, beauty schools, operators, general public, TEA

4. initiative to learn

5. merchandising, manufacturing, publishing

6. a, b, f, g, k, n, o

Unit Tests

for

Competency in Teaching

TEST / UNIT 1

DEVELOPING A SYLLABUS

1. What eight sections does a course syllabus usually include?

2. What purposes do the following people and agencies serve for a course syllabus?
   a. TEA
   b. TCC
   c. school/college administrators
   d. instructors
   e. students

3. a. What are the qualities of a carefully prepared syllabus?
   b. Why should your syllabi have these qualities?

TEST / UNIT 2

LEARNING

1. Give one example of each of the following adult learning characteristics as described in this unit.
   a. multiple options
   b. previous roles and responsibilities
   c. lack of confidence
   d. time is precious
   e. multiple demands
   f. negative image of adults as students
   g. age-related changes
   h. active versus passive

2. Name seven ways in which individual students differ from one another.

3. Explain the meaning of the term "learning style."

4. Tell nine ways in which students differ in their individual learning styles.

5. Identify the following types of learning experiences by writing a D (direct) or I (indirect) on the lines provided.
   ___ a. watching a film about tinting lashes
   ___ b. styling a client's hair
   ___ c. looking at photographs of current hairstyles
   ___ d. listening to tape recordings of a cosmetology workshop
   ___ e. using a curling iron
   ___ f. perming a client's hair
   ___ g. visiting a manufacturer of beauty products
   ___ h. reading a beauty magazine about new hair coloring products

6. Identify the following types of learning experiences by writing an R (real-life) or S (staged).
   ___ a. manicuring a client's nails
   ___ b. washing a mannequin's hair
   ___ c. visiting a working salon
   ___ d. dealing with a difficult client
   ___ e. coloring a mannequin's hair
   ___ f. role-playing making an appointment with a client

Complete items 7 through 11 by using the words at the end of each statement to make that statement correct.

7. _____ experiences appeal to more senses than _____ experiences. (indirect, direct)

8. _____ experiences are often more interesting, more enjoyable, and more educational than _____ experiences. (real-life, staged)

9. _____ experiences usually require more student cooperation, enthusiasm, and motivation than _____ experiences. (real-life, staged)

10. _____ experiences involve less time and money than _____ experiences. (direct, indirect)

11. _____ experiences usually involve more time and expense to plan and carry through. (real-life, staged)

12. Explain two advantages and four disadvantages of lectures and speeches.

13. Explain four advantages and three disadvantages of learning experiences such as films, posters, charts, and audio tapes.

TEST / UNIT 3

STRATEGIES FOR TEACHING

1. Name five general factors you should consider when choosing a teaching strategy for a particular lesson.

2. Give two advantages and two disadvantages for each of the following teaching strategies.
   a. lecture
   b. discussion
   c. small group study
   d. role-playing
   e. case-study
   f. independent study
   g. demonstration

TEST / UNIT 4

COMMUNICATION IN TEACHING

1. Define the following voice qualities.
   a. pitch
   b. volume
   c. resonance
   d. diction
   e. inflection

2. Define the following speech habits that can annoy or distract listeners.
   a. monotone
   b. nasal twang
   c. slurring
   d. slang
   e. verbal crutches

3. Name the three most significant kinds of body language in the classroom and lab. Describe a situation for each in which body language interferes with communication.

4. Explain two ways that feedback helps improve communication.

TEST / UNIT 5

TEACHING AIDS

Select four of the following teaching aids and describe one situation in which each of them would be valuable. Tell the subject or topic of the lesson and the circumstances, advantages, and disadvantages of using that aid in that situation.

Example: Computer software can be used to prepare students to take the written portion of the Texas Cosmetology Commission operator licensing examination. A computer and the software are necessary for every one or two students. This allows the students to practice answering questions that will be on the exam and to receive immediate feedback on the accuracy of their answers.

- mannequin
- chalkboard
- chart (name the specific type)
- handout
- overhead transparencies
- slides
- filmstrip
- movie

TEST / UNIT 6

LESSON PLANS

Choose a topic from one of the units in this book. Write a lesson plan on that topic using one of the formats in this unit or a different format approved by your instructor. Make your lesson plan appropriate for a 10-20 minute lesson. Be sure that your plan meets the standards outlined in this unit.

TEST / UNIT 7

ORAL PRESENTATION AND DEMONSTRATION

Teach the lesson you prepared for the Unit 6 Test to your instructor and a small group of student instructors or student operators. Use the guidelines in this unit to prepare for and to present this lesson.

TEST / UNIT 8

EVALUATION

1. Put a check mark (✓) in front of the items that are valid purposes for teacher evaluation of cosmetology students.

   ___ a. measure of student learning
   ___ b. basis for assigning grades
   ___ c. punishment for student misbehavior
   ___ d. motivation for student learning
   ___ e. feedback for student
   ___ f. punishment for failure to study
   ___ g. measure of student intelligence
   ___ h. estimate of teaching effectiveness

2. Name five criteria that effective evaluation meets.

3. Tell two ways that each of the following test items could be improved.

   a. Multiple-choice:

      The presentation of a lesson should be followed by a—

      A. summary of key knowledge, skills, and safety and sanitation measures
      B. assignment
      C. song

   b. Matching:

STEMS	OPTIONS
A. thin lips	1. extend curve of lower lip
B. long	2. round hairline and chin line
C. pear shape	3. wide forehead and narrow chin line
D. square	4. long, narrow face with hollow cheeks
E. small mouth	5. extend curve of upper lip
F. round	6. narrow forehead, extreme width at cheekbones, narrow chin
G. diamond	7. narrow forehead, wide jawline and chin
H. drooping corners	8. straight forehead hairline and square jawline
I. heart shape	9. build outside of lips and extend corners of mouth

   c. True-False:

      A well-planned lecture is always exciting, but several teaching methods can be boring if overused.

d. Fill-in-the-Blank:

The _____ use of laquers and _____

_____ _____ and damages the hair.

e. Brief Answer:

Tell the most popular blocking (subsectioning) patterns.

f. Essay:

Tell what you would do if a student operator left perm solution on a client's hair for too long.

g. Performance-Based:

Area of Evaluation: Lash Tinting
Preparation-
Application of tint-
Removal of tint-
Clean-up-

4. Fill in the missing words to describe the 11 steps in developing effective evaluation tools.

a. Define the _____.

b. Prepare the specific learning _____.

c. Decide on realistic _____.

d. Choose the most appropriate types of _____.

e. Write the _____.

f. Prepare an _____ or a _____.

g. Assemble the _____ into a set.

h. Identify possible _____.

i. Conduct the _____.

j. _____, grade, and interpret the results.

k. Review the evaluation tool to _____ it.

5. Name five ways that an instructor can help ensure proper evaluation conditions and atmosphere.

6. Name five ways in which grades can be indicated.

TEST / UNIT 9

BASIC LAB AND CLINIC OPERATIONS

1. Name three factors that are involved in making one's appearance professional.

2. Tell eight attitudes and qualities that are appropriate for cosmetology operators and instructors.

3. Describe the procedures used in your clinic for each of the following:
   a. receiving clients
   b. making appointments
   c. answering the telephone
   d. collecting client payments
   e. handling client complaints
   f. use of client release forms and client service records

TEST / UNIT 10

VICA

1. Members of VICA include students in _____, _____, _____, and _____ classes.
2. VICA includes associations at the _____, _____, _____, and _____ levels.
3. VICA district, state, and national activities include competitions in _____ and _____.
4. "Vocational Initiative" in VICAP refers to preparation for _____. "Club Achievement" stresses development as a _____ and a _____.
5. Give one example of three different types of local VICA activities.
6. Briefly explain the ideas and ideals of VICA. Think of the VICA motto, pledge, creed, colors, emblem, and formula to help you with your answer. Spend about ten minutes planning and writing your answer.

TEST / UNIT 11

CAREERS IN COSMETOLOGY

1. Career opportunities in cosmetology can be divided into four broad areas: _____, _____, _____, and _____.

2. People should choose careers on the basis of their _____ and _____.

3. Commissioners of the TCC represent five areas: _____, _____, _____, _____, and _____.

4. Your _____ _____ _____ can be one of your greatest assets in creating career opportunities for yourself. (3 words)

5. The three basic career groups in the cosmetic industry are _____, _____, and _____.

6. Place a check mark (✓) on the line in front of each cosmetology career that requires a TCC license when practiced in Texas.

___ a. hair stylist
___ b. substitute instructor
___ c. salon owner
___ d. school administrator
___ e. platform artist
___ f. wig specialist
___ g. TCC inspector
___ h. school owner
___ i. cosmetic sales
___ j. TCC executive director
___ k. instructor
___ l. TCC administrative assistant
___ m. salon manager or supervisor
___ n. TCC licensing examiner
___ o. manicurist

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Note: Computer software for preparing students to take the Texas Cosmetology Commission operator licensing examination is available through the Texas Education Agency. Contact Postsecondary Programs for further information.